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AN EVALUATION OF PERSONAL-USE TYPEWRITING PROGRAMS  
IN SELECTED SECONDARY SCHOOLS THROUGHOUT NEW ENGLAND

Submitted by

Meredith F. Drew

(B. S., Salem State Teachers College, 1947)

In Partial Fulfillment of the Requirements for  
the Degree Master of Education

1948

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# TABLE OF CONTENTS

CHAPTER	PAGE
I. STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS	1
II. SUMMARY OF PREVIOUS RESEARCH	12
III. PROCEDURES USED IN GATHERING DATA	20
IV. RESULTS OF THE SURVEY	25
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	63
APPENDIX	72
BIBLIOGRAPHY	86



1	STATEMENT OF THE PROBLEM AND SCOPE OF THE STUDY
12	REVIEW OF LITERATURE
20	RESEARCH DESIGN AND METHODS
28	RESULTS
35	DISCUSSION
42	CONCLUSIONS
48	REFERENCES
55	APPENDICES
62	STATISTICAL TABLES



# LIST OF TABLES

TABLE	PAGE
I ELECTIVE AND REQUIRED TYPEWRITING .....	14
II NEW ENGLAND STATES IN SURVEY .....	24
III SECONDARY SCHOOL RESPONSE TO SURVEY .....	25
IV VARIOUS TITLES DENOTING PERSONAL-USE TYPEWRITING COURSES .....	27
V YEAR IN WHICH PERSONAL-USE TYPEWRITING IS OFFERED TO NON-BUSINESS COURSE STUDENTS .....	29
VI YEAR IN WHICH IT WAS DEEMED ADVISABLE TO OFFER A PERSONAL-USE TYPEWRITING COURSE .....	29
VII SPEED FACTOR IN PERSONAL-USE TYPEWRITING .....	31
VIII ACCURACY FACTOR IN PERSONAL-USE TYPEWRITING .....	32
IX LENGTH AND NUMBER OF CLASS PERIODS PER WEEK (SINGLE OR DOUBLE) BETWEEN BUSINESS AND NON-BUSINESS COURSE TYPEWRITING CLASSES	34
X ACADEMIC CREDIT GRANTED FOR PERSONAL-USE TYPEWRITING .....	37
XI REASONS FOR OFFERING PERSONAL-USE TYPEWRITING COURSES .....	38
XII METHOD OF DETERMINING THE VALUE OF PERSONAL-USE TYPEWRITING COURSES IN SELECTED SECONDARY SCHOOLS .....	40
XIII TABULATION OF FIGURES AND PERCENTAGES OF ALL CONTENT MATERIAL ITEMS INCLUDED IN THE QUESTIONNAIRE .....	44
XIV NECESSARY CONTENT MATERIAL ITEMS RATED 80 TO 100 PER CENT .....	49
XV COMPARISON BETWEEN NECESSARY CONTENT MATERIAL ITEMS RATED 80 TO 100 PER CENT, AND THE SAME ITEMS CLASSIFIED AS UNNECESSARY .....	50
XVI NECESSARY CONTENT MATERIAL ITEMS RATED 50 TO 80 PER CENT .....	51
XVII COMPARISON BETWEEN NECESSARY CONTENT MATERIAL ITEMS RATED 50 TO 80 PER CENT, AND THE SAME ITEMS CLASSIFIED AS UNNECESSARY	52
XVIII COMPARISON BETWEEN FOUR NECESSARY CONTENT MATERIAL ITEMS AND THE SAME ITEMS CLASSIFIED AS UNNECESSARY .....	53



# LIST OF TABLES

PAGE	TABLE
11	I. QUALITY AND QUANTITY OF INVESTMENT
12	II. THE INVESTMENT IN THE UNITED STATES
13	III. ECONOMIC GROWTH AND INVESTMENT IN THE UNITED STATES
14	IV. VARIOUS TYPES OF INVESTMENT: PERSONAL, BUSINESS, GOVERNMENT
15	V. YEAR IN WHICH PERSONAL INVESTMENT IS OWNED TO NON-RESIDENTS
16	VI. YEAR IN WHICH IT WAS OWNED TO OTHER A PERSONAL-USE INVESTMENT
17	VII. YEAR FACTOR IN PERSONAL-USE INVESTMENT
18	VIII. YEAR FACTOR IN PERSONAL-USE INVESTMENT
19	IX. LENGTH AND NUMBER OF YEARS BEFORE THE YEAR (INVESTMENT OR GROWTH) BETWEEN BUSINESS AND NON-BUSINESS INVESTMENT CLASSES
20	X. ECONOMIC GROWTH AND INVESTMENT IN PERSONAL-USE INVESTMENT
21	XI. YEAR FOR THE YEAR PERSONAL-USE INVESTMENT GROWTH
22	XII. METHOD OF DETERMINING THE VALUE OF PERSONAL-USE INVESTMENT
23	XIII. INVESTMENT IN PERSONAL-USE INVESTMENT
24	XIV. INVESTMENT IN PERSONAL-USE INVESTMENT
25	XV. INVESTMENT IN PERSONAL-USE INVESTMENT
26	XVI. INVESTMENT IN PERSONAL-USE INVESTMENT
27	XVII. INVESTMENT IN PERSONAL-USE INVESTMENT
28	XVIII. INVESTMENT IN PERSONAL-USE INVESTMENT
29	XIX. INVESTMENT IN PERSONAL-USE INVESTMENT
30	XX. INVESTMENT IN PERSONAL-USE INVESTMENT
31	XXI. INVESTMENT IN PERSONAL-USE INVESTMENT
32	XXII. INVESTMENT IN PERSONAL-USE INVESTMENT
33	XXIII. INVESTMENT IN PERSONAL-USE INVESTMENT
34	XXIV. INVESTMENT IN PERSONAL-USE INVESTMENT
35	XXV. INVESTMENT IN PERSONAL-USE INVESTMENT
36	XXVI. INVESTMENT IN PERSONAL-USE INVESTMENT
37	XXVII. INVESTMENT IN PERSONAL-USE INVESTMENT
38	XXVIII. INVESTMENT IN PERSONAL-USE INVESTMENT
39	XXIX. INVESTMENT IN PERSONAL-USE INVESTMENT
40	XXX. INVESTMENT IN PERSONAL-USE INVESTMENT
41	XXXI. INVESTMENT IN PERSONAL-USE INVESTMENT
42	XXXII. INVESTMENT IN PERSONAL-USE INVESTMENT
43	XXXIII. INVESTMENT IN PERSONAL-USE INVESTMENT
44	XXXIV. INVESTMENT IN PERSONAL-USE INVESTMENT
45	XXXV. INVESTMENT IN PERSONAL-USE INVESTMENT
46	XXXVI. INVESTMENT IN PERSONAL-USE INVESTMENT
47	XXXVII. INVESTMENT IN PERSONAL-USE INVESTMENT
48	XXXVIII. INVESTMENT IN PERSONAL-USE INVESTMENT
49	XXXIX. INVESTMENT IN PERSONAL-USE INVESTMENT
50	XXXX. INVESTMENT IN PERSONAL-USE INVESTMENT
51	XXXXI. INVESTMENT IN PERSONAL-USE INVESTMENT
52	XXXXII. INVESTMENT IN PERSONAL-USE INVESTMENT
53	XXXXIII. INVESTMENT IN PERSONAL-USE INVESTMENT
54	XXXXIV. INVESTMENT IN PERSONAL-USE INVESTMENT
55	XXXXV. INVESTMENT IN PERSONAL-USE INVESTMENT
56	XXXXVI. INVESTMENT IN PERSONAL-USE INVESTMENT
57	XXXXVII. INVESTMENT IN PERSONAL-USE INVESTMENT
58	XXXXVIII. INVESTMENT IN PERSONAL-USE INVESTMENT
59	XXXXIX. INVESTMENT IN PERSONAL-USE INVESTMENT
60	XXXXX. INVESTMENT IN PERSONAL-USE INVESTMENT
61	XXXXXI. INVESTMENT IN PERSONAL-USE INVESTMENT
62	XXXXXII. INVESTMENT IN PERSONAL-USE INVESTMENT
63	XXXXXIII. INVESTMENT IN PERSONAL-USE INVESTMENT
64	XXXXXIV. INVESTMENT IN PERSONAL-USE INVESTMENT
65	XXXXXV. INVESTMENT IN PERSONAL-USE INVESTMENT
66	XXXXXVI. INVESTMENT IN PERSONAL-USE INVESTMENT
67	XXXXXVII. INVESTMENT IN PERSONAL-USE INVESTMENT
68	XXXXXVIII. INVESTMENT IN PERSONAL-USE INVESTMENT
69	XXXXXIX. INVESTMENT IN PERSONAL-USE INVESTMENT
70	XXXXXX. INVESTMENT IN PERSONAL-USE INVESTMENT
71	XXXXXXI. INVESTMENT IN PERSONAL-USE INVESTMENT
72	XXXXXXII. INVESTMENT IN PERSONAL-USE INVESTMENT
73	XXXXXXIII. INVESTMENT IN PERSONAL-USE INVESTMENT
74	XXXXXXIV. INVESTMENT IN PERSONAL-USE INVESTMENT
75	XXXXXXV. INVESTMENT IN PERSONAL-USE INVESTMENT
76	XXXXXXVI. INVESTMENT IN PERSONAL-USE INVESTMENT
77	XXXXXXVII. INVESTMENT IN PERSONAL-USE INVESTMENT
78	XXXXXXVIII. INVESTMENT IN PERSONAL-USE INVESTMENT
79	XXXXXXIX. INVESTMENT IN PERSONAL-USE INVESTMENT
80	XXXXXXX. INVESTMENT IN PERSONAL-USE INVESTMENT
81	XXXXXXI. INVESTMENT IN PERSONAL-USE INVESTMENT
82	XXXXXXII. INVESTMENT IN PERSONAL-USE INVESTMENT
83	XXXXXXIII. INVESTMENT IN PERSONAL-USE INVESTMENT
84	XXXXXXIV. INVESTMENT IN PERSONAL-USE INVESTMENT
85	XXXXXXV. INVESTMENT IN PERSONAL-USE INVESTMENT
86	XXXXXXVI. INVESTMENT IN PERSONAL-USE INVESTMENT
87	XXXXXXVII. INVESTMENT IN PERSONAL-USE INVESTMENT
88	XXXXXXVIII. INVESTMENT IN PERSONAL-USE INVESTMENT
89	XXXXXXIX. INVESTMENT IN PERSONAL-USE INVESTMENT
90	XXXXXXX. INVESTMENT IN PERSONAL-USE INVESTMENT
91	XXXXXXI. INVESTMENT IN PERSONAL-USE INVESTMENT
92	XXXXXXII. INVESTMENT IN PERSONAL-USE INVESTMENT
93	XXXXXXIII. INVESTMENT IN PERSONAL-USE INVESTMENT
94	XXXXXXIV. INVESTMENT IN PERSONAL-USE INVESTMENT
95	XXXXXXV. INVESTMENT IN PERSONAL-USE INVESTMENT
96	XXXXXXVI. INVESTMENT IN PERSONAL-USE INVESTMENT
97	XXXXXXVII. INVESTMENT IN PERSONAL-USE INVESTMENT
98	XXXXXXVIII. INVESTMENT IN PERSONAL-USE INVESTMENT
99	XXXXXXIX. INVESTMENT IN PERSONAL-USE INVESTMENT
100	XXXXXXX. INVESTMENT IN PERSONAL-USE INVESTMENT



## LIST OF TABLES (Concluded)

TABLE	PAGE
XIX TOTAL PERCENTAGES OF NECESSARY CONTENT MATERIAL AND OPTIONAL COLUMNS VERSUS PERCENTAGES OF UNNECESSARY CONTENT MATERIAL COLUMN .....	54
XX UNNECESSARY CONTENT MATERIAL RATED 40 PER CENT OR ABOVE .....	54
XXI COMPARISON BETWEEN FOUR UNNECESSARY CONTENT MATERIAL ITEMS AND THE SAME ITEMS CLASSIFIED AS NECESSARY .....	55
XXII COMPARISON BETWEEN UNNECESSARY CONTENT MATERIAL ITEMS RATED 30 TO 39 PER CENT INCLUSIVE AND THE SAME ITEMS CLASSIFIED NECESSARY .....	55
XXIII CONTENT MATERIAL ITEMS REPRESENTING A DICHOTOMOUS SITUATION ...	57
XXIV NECESSARY CONTENT MATERIAL AND OPTIONAL MATERIAL COLUMNS TOTALED AND THE UNNECESSARY FIGURES FOR THE SAME ITEMS .....	58
XXV A COMPLETE TABULATION OF THE 60 CONTENT MATERIAL ITEMS RATED NECESSARY OR UNNECESSARY ACCORDING TO THE DATA COMPILED .....	60



LIST OF TABLES (Continued)

TABLE	PAGE
XIX TOTAL PERCENTAGE OF NECESSARY CONTENT MATERIAL AND OPTIONAL CONTENT MATERIALS PRESENTED IN NECESSARY CONTENT MATERIALS	24
XX NECESSARY CONTENT MATERIALS RATIO TO THE CONTENT OF MATERIALS	25
XXI COMPARISON BETWEEN FOUR NECESSARY CONTENT MATERIALS TYPES AND THE SAME TYPES CLASSIFIED AS NECESSARY	25
XXII COMPARISON BETWEEN NECESSARY CONTENT MATERIAL TYPES RATIO TO THE CONTENT OF MATERIALS AND THE SAME TYPES CLASSIFIED AS NECESSARY	25
XXIII COMPARISON BETWEEN NECESSARY CONTENT MATERIAL TYPES RATIO TO THE CONTENT OF MATERIALS AND THE SAME TYPES CLASSIFIED AS NECESSARY	25
XXIV COMPARISON BETWEEN NECESSARY CONTENT MATERIAL TYPES RATIO TO THE CONTENT OF MATERIALS AND THE SAME TYPES CLASSIFIED AS NECESSARY	25
XXV COMPARISON BETWEEN NECESSARY CONTENT MATERIAL TYPES RATIO TO THE CONTENT OF MATERIALS AND THE SAME TYPES CLASSIFIED AS NECESSARY	25
XXVI COMPARISON BETWEEN NECESSARY CONTENT MATERIAL TYPES RATIO TO THE CONTENT OF MATERIALS AND THE SAME TYPES CLASSIFIED AS NECESSARY	25
XXVII COMPARISON BETWEEN NECESSARY CONTENT MATERIAL TYPES RATIO TO THE CONTENT OF MATERIALS AND THE SAME TYPES CLASSIFIED AS NECESSARY	25
XXVIII COMPARISON BETWEEN NECESSARY CONTENT MATERIAL TYPES RATIO TO THE CONTENT OF MATERIALS AND THE SAME TYPES CLASSIFIED AS NECESSARY	25
XXIX COMPARISON BETWEEN NECESSARY CONTENT MATERIAL TYPES RATIO TO THE CONTENT OF MATERIALS AND THE SAME TYPES CLASSIFIED AS NECESSARY	25
XXX COMPARISON BETWEEN NECESSARY CONTENT MATERIAL TYPES RATIO TO THE CONTENT OF MATERIALS AND THE SAME TYPES CLASSIFIED AS NECESSARY	25

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## CHAPTER I

### STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

The problem of this thesis is an evaluation of personal-use typewriting programs in selected secondary schools throughout New England. It was deemed advisable to conduct this particular study at the present time, in that so many variables seem to affect the introduction, continuation, and evaluation of typewriting courses for those other than business students. This study will attempt to evaluate the trend of personal-use typewriting and its effect in the secondary school.

This study has for its purpose the following major objectives:

1. To determine the value of a typewriting program for non-business course students;
2. To determine the placement of a personal-use typewriting course in public secondary schools;
3. To determine the differences, if any, in the manner in which the subject is offered, and the content of the course between business and non-business typewriting courses.

### DEFINITIONS OF TERMS USED

In order to facilitate an understanding of the terms used in this study, a definition of each term relevant to this thesis is presented. These definitions will follow throughout the study.

### PERSONAL-USE TYPEWRITING

"Typewriting taught from the point of view of its usefulness to the average person as is personal business and informal social correspondence and in writing school themes, without regard for its vocational appli-







cations; usually taught in high school and college as a comparatively short course of one or two semesters.<sup>1</sup>

BUSINESS TYPEWRITING (Defined by Good as Vocational Typewriting)

"Typewriting taught with a view to its use for business or professional purposes, as in the occupation of stenographer, or typist; included intensive training in basic typing skills and instruction and practice in business and legal forms; usually taught in secondary schools as a relatively long course of two to four semesters and in colleges for two semesters.<sup>2</sup>"

SECONDARY SCHOOLS (Defined by Good under title of High School)

"The school division following the elementary school, comprising most often grades 9-12 or grades 7-12."<sup>3</sup>

For the purpose of this study, secondary education will comprise grades 9-12 in that this study is not concerned with typewriting on the junior high school level.

THE PURPOSE OF THE STUDY

It has been stated that typewriting is a paramount factor in education, and that instruction in that skill should not be confined to business students. Various reasons are advanced along that line of thought.

---

<sup>1</sup> Good, Carter V. Dictionary of Education. McGraw-Hill Book Company, Inc., New York and London, 1945, p. 434.

<sup>2</sup> Loc. cit.

<sup>3</sup> Ibid, p. 201.





Because typewriting is being introduced on a personal-use basis in some schools today, Burns states that, "The growth of commercial courses in secondary schools, and the constant attempt to reconcile these courses with educational purpose would seem to indicate that education has adapted the teaching of typewriting as a means of educating pupils rather than as an end to be sought in itself."<sup>1</sup>

Reynolds contributes to this controversy by writing that, "There is no question as to the positive influence of the typewriter on the process of education; it has been demonstrated by actual practice."<sup>2</sup>

The value of personal-use typewriting was greatly substantiated through a survey of typewriting courses of study from various secondary schools in the United States. The following are excerpts from these manuals and courses of study.

"Since typewriting has both vocational and personal use values, it is a desirable elective for any high school student."<sup>3</sup>

The ability to use a typewriter with a reasonable degree of skill and accuracy is also useful in performing the duties of many clerical occupations and for the transaction of personal business. For this reason as many pupils as can be accommodated should be allowed to enroll in the typewriting courses."<sup>4</sup>

<sup>1</sup> Burns, M. A. "Typewriter in Business." Unpublished Master's Thesis. Boston University, College of Business Administration, 1933. p. 76.

<sup>2</sup> Reynolds, R. G. "The Typewriter--An Aid to Self-Expression." Child Welfare. September, 1933. 23:8-11.

<sup>3</sup> Publication No. 187. State Superintendent of Public Instruction, Raleigh, North Carolina. p. 15.

<sup>4</sup> Publication No. 16. Los Angeles City School District, Los Angeles, California, 1934. p. 1.

because speaking is being interpreted as a personal and private act.

which is, in fact, the only way in which it can be done.

and the constant attempt to control it is a constant attempt to control it.

with educational purposes would seem to indicate that education has changed

the teaching of speaking as a means of educating people rather than as

it used to be taught in the past.

and this is the only way in which it can be done.

no question as to the positive influence of the speaker in the process

of education is the fact that it is a process.

The value of education is the fact that it is a process.

through a series of steps which are of varying degrees of difficulty.

and in the future. The following are some of the steps.

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The committee . . . recommends that typewriting be offered for one unit of credit, the first half unit of which shall emphasize typewriting for personal use; the second half shall emphasize typewriting for clerical use.<sup>1</sup>

Typewriting is an art which has a wide application and use in the modern world . . . Hence it is not only a constant for the commercial course but may be elected by pupils in general as freely as facilities and teaching force will permit.<sup>2</sup>

High schools would be rendering a valuable service to their pupils if they offered as an elective a year of typewriting to all pupils.<sup>3</sup>

From the above statements, it may be assumed that personal-use typewriting does have a very definite place in the curriculums of both business and non-business students.

The title of a personal-use typewriting course is not consistent in many schools. The usual caption under which this course is offered is non-vocational typewriting. However, personal typewriting, general typewriting, personalized typewriting, and typewriting for non-commercial majors are some of the various adaptations of that title. A lack of unanimity in title denotes differentiated content material and various presentation procedures dependent fully upon the discretion of the teacher.

Another factor involved in personal-use typewriting is its proper placement in the curriculum of the school. Some are of the opinion that

---

1

Bulletin 7C. State Superintendent of Public Schools, St. Louis, Missouri, 1941. p. 51.

2

Administrative Manual and Course of Study for North Dakota High Schools. Department of Public Instruction, Bismarck, North Dakota, 1931. p. 81.

3

Bulletin 76. Department of Public Instruction, Harrisburg, Pennsylvania. p. 5.

The committee...  
...the first half of which shall  
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Everything is as it was...  
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it should be offered in the senior year. Thus the advantages of this idea lie in the application of the typewriting skill shortly after the student has graduated from high school.

Marks Lifton of the New Utrecht High School, Brooklyn, New York, recognized the need of the non-business seniors in his school for a typewriting course of a personal nature. He believed that the high school graduates not enrolled in the business course either went on to colleges, universities, or attended private business schools. After graduating from the latter, upon completing a short course in stenography and typewriting, they proceeded to get clerical positions. He felt that a knowledge of typewriting, with a course designed to fit their needs, would be a decided asset to those planning to attend college. Also, it would give to those college preparatory majors, who were unable to attend college after graduating from high school, a vocational skill by which they could earn a living.

There are others who believe that typewriting for personal use can be taught in the lower grades. Damon states that, "Many children begin to take typing in the seventh grade."<sup>1</sup> Reddick goes lower in the grades by saying, "For some time typing has been taught as an important phase of vocational training. But the use of the typewriter as a tool in the elementary grades--this is the new development."<sup>2</sup>

---

1

Damon, G. E. "A Critique of Personal Use Typing." Journal of Business Education, June, 1941. 16:20.

2

Reddick, L. D. "The Last of Longhand." School and Society, November 25, 1933. 38:703.

It should be noted in the latter part, "The statement of this idea  
is the application of the typewriter with which the student  
was provided from the school."

There is a list of the various high schools, colleges, and  
universities in the United States which in this school the typewriter  
is used as a means of instruction. It is believed that the high school  
graduates are enabled in the business course which they are to follow,  
university, or other private business schools. After graduating from  
the latter, upon entering a new course in geography and typewriter,  
they proceeded to get classical education. In this case a knowledge of  
typewriter, with a course designed to fit their needs, would be a dis-  
tinct asset to those seeking to secure college. Also, it would give to  
those college preparatory students, and was useful to attend college after  
graduating from high school, a vocational skill by which they could earn  
a living.

There are many who believe that typewriter is the personal use and  
is taught in the lower grades. From about the year 1900, children begin to  
learn typing in the seventh grade. <sup>1</sup> Indeed, even now in the grades 7  
and 8, the same time as in the past, it is an important part of  
vocational training. But the use of the typewriter as a tool in the clas-  
sroom is a new development.

1. Journal of the American Educational Association, Vol. 1, No. 1, 1900.  
2. Journal of the American Educational Association, Vol. 1, No. 1, 1900.  
3. Journal of the American Educational Association, Vol. 1, No. 1, 1900.



Wood and Freeman conducted an experiment in typewriting to determine the value of it in relation to elementary children. The following conclusions were drawn from that extensive experiment.

The study as a whole presents strong evidence, (1) that it is feasible to use the typewriter in the conduct of the ordinary work in the elementary school, (2) that the use of the typewriter in the informal fashion in which it was employed in this study produces an average typing speed approximately equal to the average handwriting rate in each grade, and also yields a very considerable degree of typing accuracy at the end of one year's use, (3) that the use of the typewriter stimulates elementary school pupils to produce more written material than they would otherwise produce, (4) that the classroom typewriter, as used in this experiment, entails no loss in handwriting quality or handwriting rate, (5) that it very probably raises in some measure the level of achievement in some of the fundamental school subjects, without observable loss in any subject, and finally, (6) that the teachers regard the typewriter as a valuable educational instrument and approve its use in their own classes, while the pupils enjoy typewriting and look upon the typewriter with marked favor.<sup>1</sup>

The content of the course presents another diversified factor in personal-use typewriting. The belief is evident that the training involved should be the same as that for the business course students. The reason for this is that it is impossible to tell when an individual enrolled in a personal-use typewriting class will adapt this skill for vocational purposes.

Burns states that, "It is not necessary that every person develop a high rate of speed, except in the case of those pupils who are preparing definitely for positions as stenographers and typists."<sup>2</sup>

---

<sup>1</sup> Wood, B. D., and Freeman, F. W. An Experimental Study of the Educational Influences of the Typewriter in the Elementary Classroom. The Macmillan Company, New York, 1932. p. 184.

<sup>2</sup> Burns, M. A. "Typewriter in Business." Unpublished Master's Thesis, Boston University, College of Business Administration, 1933. p. 130.





Blackstone and Yerian support Burns' contention by stating:

Since personal uses of typing are different from vocational uses, it seems foolish, as well as wasteful of time to attempt to teach personal uses from a vocational book. Attempts to compromise may result in weakening instruction for both methods. The greatest success naturally will follow the use of a vocational typing book for training vocational typists, and a personal typing text for those who do not have the vocational objective.<sup>1</sup>

Closely related with the content of a personal-use typewriting course are the problems of speed, accuracy, and skill building. Some writers stress all three, while others take them one by one and adapt them to their particular situations. Franklin, in his article, "Speed, Accuracy, and Remedial Practice," writes that, "Since the personal-use student is acquiring typewriting skill because of its time-saving value, it is obvious that he must attain both speed and accuracy."<sup>2</sup>

Damon, in his article on an experiment conducted at Ohio State University High School relative to personal-use typewriting, supports the other belief that speed is not the ultimate goal in a course such as this.

Typing in our school is taught for personal use only. Students usually learn typing in order to make use of it in their school activities. Those who are in the same class do not work as a group on one assignment. Students are scheduled for typing whenever it fits into their program. No attempt is made to assign the students on one age or grade to typing at the same period. In this way, more students may take typing than would be able to if the classes were arranged according to ability.

Since typewriting is for personal use, it is valuable for the student to acquire skill as early as possible in the school program. If a student feels that in his work a speed of 20

---

1

Blackstone, E. G., and Yerian, C. T. Typewriting for Personal Use. The Gregg Publishing Company, Boston, 1937. Preface.

2

Franklin, Ellis. "Speed, Accuracy, and Remedial Practice." Business Education World, September, 1944. 25:18.





words per minute is enough, there is no reason why he should remain in class until he can do forty. Many children begin to take typing in the seventh grade. There is no requirement in speed development in order to consider this course completed.<sup>1</sup>

Lomax does not agree with the previously expressed points of view.

He contends that, "Speed and accuracy cannot be separated in the production of usable typewritten work--either for commercial or for personal use."<sup>2</sup>

Another point of view on this aspect of personal-use typewriting is held by Rowe who believes, that, "Essentially, personal typewriting is the same as any other typewriting. Basic skill is the desired objective."<sup>3</sup>

He clarifies this point by stating that, "Experience has shown that students do not use the typewriter unless they have a definite basic skill of at least 30 words per minute, and most of the time in the course should be spent on the phase of skill building. The extreme emphasis on accuracy should be avoided."<sup>4</sup>

At the present time, personal-use typewriting is serving one of the finest causes of humanity in that it is being used by the blind in their

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Damon, op. cit., p. 20.

2

Lomax, P., Reynolds, H., and Ely, R. Problems of Teaching Typewriting. Prentice-Hall Company, New York, 1935. p. 109.

3

Rowe, J. L. Lecture, Boston University, School of Education, January, 1948.

4

Loc. cit.





daily work. Geiger presents a short synopsis of the purpose behind this program.

Many of the schools for the blind start teaching type-writing to the children when they are in the lower grades, for they realize the use which the students can make of this knowledge throughout their school course.

The young pupils should be given simple material that is readily understood by them. If they are allowed to use the typewriter occasionally to write a letter home or to some friend, it will encourage them and give them the feeling that they are deriving a definite benefit from their study.<sup>1</sup>

Thus it can clearly be seen that personal-use typewriting has a definite place in the lives of people other than those in business. Its use ranges from the young to the old; from those with sight to those who are blind. The large number of people served by such a practical tool is constantly increasing.

The value of this skill is uniquely depicted by Blackstone and Yerian.

In this modern world, mechanization is steadily replacing handiwork. The linotype, typewriter, and book-keeping machine have almost driven longhand writing from the business office. Portable typewriters by the hundreds of thousands are invading our homes and the day of the ornate penman seems to have passed. Manuscripts of short stories, plays, or books, are given scant attention if written in longhand. In the school work, the papers that are neatly and compactly typed tend to create a better impression on the instructor than do the less legible pen-written ones. It seems inevitable that the time will come when every pupil will be expected to be able to operate a typewriter, and when typewriting may largely take the place of longhand writing.

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Geiger, L. L. "Commercial Education for the Blind." Unpublished Master's Thesis, Boston University, College of Business Administration, 1935. p. 51.

daily work. Other people a short struggle of the people during this

program.

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independence through their own efforts.

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independence through their own efforts.

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for the first time the people have been able to win  
independence through their own efforts.

The value of this will be ultimately decided by the people

people.

In this period of the history of the people in the last period  
for the first time the people have been able to win  
independence through their own efforts.

Editor, The People's Voice, 1000 Broadway, New York, N.Y.  
October 10, 1933.



In Pittsburgh . . . over half the beginning students of typing are reported to desire it for personal use, with no vocational objective in mind.

. . . if the school fails to make special provision for students who wish to be able to type for personal use only, it works a hardship on those students.<sup>1</sup>

The Herkimer County Historical Society published a pamphlet entitled, THE STORY OF THE TYPEWRITER. In it they very clearly depicted the future of the typewriter in the role of personal use.

Only in one phase do the new developments give a clear indication of what the future has in store. The rapid growth in the personal and home use of the typewriter, following the advent of the portable machines, is revealing to many thousands a quality of the machine long known but never before aggressively exploited, namely its incomparable value as an educational implement. We do not mean commercial education, for in this field the typewriter established its reign many years ago. We mean the education of the child in reading, writing, spelling, and, as he grows older, in all the fundamentals of language composition. There are true reasons for this value. One is the delight of the child in the machine itself, the use of which provides a vehicle for his creative instinct. The other is the perfection of form in the typed words and sentences which present attainable standards to the child from the very outset of his efforts. The extraordinary results obtained by the typewriter in this field are attested by educators and by parents without number.

It may be a long time yet before the use of the typewriter is established in the elementary schools, as an educational implement as necessary as charts and blackboards, but in the home this service has already begun and will be extended with every passing year.<sup>2</sup>

Thus it may be said that there is a definite need for personal-use typewriting; that there is considerable value attached to it; and that a

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<sup>1</sup> Blackstone, E. G., and Yerian, C. T. Typewriting for Personal Use. The Gregg Publishing Company, Boston, 1937. Preface.

<sup>2</sup> The Story of the Typewriter. Herkimer County Historical Society, Herkimer County, New York, 1923. p. 132-135.





specific type of course should be planned to cope with this increasingly popular adaptation of the typewriter.

## CHAPTER II

### SUMMARY OF PREVIOUS RESEARCH

A study relative to a variety of topics on business education was conducted throughout the 125 high schools in Massachusetts by the State Teachers College at Salem. It was found that 84 per cent of these schools offered business subjects in their curricula. Of these, a response of 49 per cent to the questionnaire was obtained.

Based on the research in the above study, the following was stated regarding personal-use typewriting:

Twelve classes of commercial subjects for personal use are offered by the larger schools. The subjects most offered in this way are typewriting (in 85 schools) and, in much smaller number, shorthand (in 28 schools), and bookkeeping (in 27 schools). More than half the schools allow non-commercial students to enter vocational classes to obtain some knowledge on a personal-use basis. Students from technical, civic, and household arts curriculums are permitted to elect commercial subjects for personal use.<sup>1</sup>

Spencer conducted a study of personal-use typewriting in conjunction with shorthand by personally interviewing 100 students living in the same territory with her. Of the 100 interviewed, it was found that 86 of them could operate the typewriter with varying degrees of speed and efficiency. The remaining 14 students could not operate the typewriter at all.

It was found in Spencer's study that a direct relationship exists between the ability to typewrite and financial saving. As a person rises

<sup>1</sup>

Kelly, Helen F., "Commercial Education in Massachusetts High Schools,"  
Balance Sheet, February, 1927, p. 15-20-22.

specific type of event which is likely to be the cause of the

general situation of the country.



## CHAPTER II

### SUMMARY OF PREVIOUS RESEARCH

A study relative to a variety of topics on business education was conducted throughout the 258 high schools in Massachusetts by the State Teachers College at Salem. It was found that 24 per cent of these schools offered business subjects in their curricula. Of these, a response of 95 per cent to the questionnaire was obtained.

Based on the research in the above study, the following was stated regarding personal-use typewriting:

Entire classes of commercial subjects for personal use are offered by the larger schools. The subjects most offered in this way are typewriting (in 95 schools) and, in much smaller number, shorthand (in 28 schools), and bookkeeping (in 27 schools). More than half the schools allow non-commercial students to enter vocational classes to obtain some knowledge on a personal-use basis. Students from technical, civic, and household arts curriculums are permitted to elect commercial subjects for personal use.<sup>1</sup>

Osborne conducted a study of personal-use typewriting in conjunction with shorthand by personally interviewing 100 students living in the same dormitory with her. Of the 100 interviewed, it was found that 56 of them could operate the typewriter with varying degrees of speed and efficiency. The remaining 44 students could not operate the typewriter at all.

It was found in Osborne's study that a direct relationship exists between the ability to typewrite and financial saving. As a person rises

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Keily, Helen J. "Commercial Education in Massachusetts High Schools." Balance Sheet, February, 1947. 23:259-263.





on the professional scale, his expenses incurred for typewritten reports, themes, and theses rise proportionately. An analysis was made of the amount of money it had cost the 44 people who could not typewrite to hire someone to typewrite for them. Thus Osborne proved through her study that personal-use typewriting for college people offers them the chance to decrease their own expenses and to increase their incomes.<sup>1</sup>

Another research study, also limited to Massachusetts, was that conducted by the Epsilon Chapter (Boston University), Delta Pi Epsilon. This study is based on 95 schools in Massachusetts having non-business students enrolled in business subjects.

The following facts relative to typewriting for non-business course students were drawn from this study:

1. Of this total (95 schools), 19% reported a trend toward requiring all pupils to take one or more business subjects, usually junior business training, typing, economics, or consumer education. Junior business training and typing are the two most popular subjects in this respect.
2. The study also shows that 44.9% of the school enrollment is in the commercial department, and 9.2% of the non-commercial pupils are taking one or more commercial subjects.
3. In approximately 55% of these schools a distinction is made in the content of courses and standards of achievement for commercial pupils as distinguished from those for non-commercial pupils.
4. Business education for the non-commercial pupil should offer him basic courses in social-business subjects,

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Osborne, A. "An Evaluation of Shorthand and Typewriting for Personal Use." Unpublished Master's Thesis, Teachers College, Columbia University, New York, 1934.

on the experimental scale, the subjects involved for experimental purposes, and these are presented. An analysis was made of the results of study it had been found that the subjects were unable to give answers to questions for which they had been given through for study that presented the presentation for college people after the study to be- cause their own experience and to increase their interest.

Another research study, also limited to Massachusetts, was also con- ducted by the Boston College (Boston University), College of Education. This study is based on 55 subjects in Massachusetts having no business studies related to business subjects.

The following data relative to presenting for business courses students were taken from this study:

1. Of 55 total (45 subjects), 45 presented a weak record regarding the results for one or more subjects, namely: Junior business training, Junior business training, or business education. Junior business training and Junior business training were the two most popular subjects in this respect.
2. The study also shows that 45.45% of the school ad- vancement in the commercial department, 45.45% of the non-commercial people are being one or more commercial subjects.
3. In approximately 45% of these subjects a distinction is made in the subject of studies and standards of achieve- ment for commercial people as being higher than those for non-commercial people.
4. Business education for the non-commercial people should offer the same course in social-business subjects.

Source: A. "An Investigation of Business and Accounting for Personal Use," unpublished Master's Thesis, Teachers College, Columbia Uni- versity, New York, 1931.



together with typewriting, for exploratory purposes and for personal use.

5. The table shown below is a summary of the elective and required commercial course in the various non-commercial curricula.<sup>1</sup>

For the purpose of this study, only the typewriting aspect of the chart will be listed.

TABLE I

ELECTIVE AND REQUIRED TYPEWRITING

<u>Subjects</u>	<u>Elective</u>			
	<u>College</u>	<u>General</u>	<u>Industrial</u>	<u>Household</u>
Typewriting	71.5	66	33	33
		<u>Required</u>		
Typewriting	1	3	0	3

Note: Percentages are for the number of schools offering these courses.

A survey of 35 superintendents of public and parochial schools in various sections of the United States was conducted to determine what these administrators thought about shorthand and typewriting. In keeping with the purpose of this study, only the typewriting phase will be given.

The essence of the main attitude held by all was that typewriting for personal use should be greatly emphasized. The following excerpts are presented as contributed by four of the superintendents.

<sup>1</sup> "Non-Commercial Pupils Enrolled in Commercial Subjects."  
Balance Sheet, September, 1946. 28:36-37.

injection with formalin, the specimen is placed in the  
autoclave.

5. The same method is used for the study of the structure  
and histological changes in the various organs of the  
animal.

The purpose of this study, and the following report of the  
work will be given.

TABLE I

RESULTS OF HISTOLOGICAL EXAMINATIONS

Organ	Examination		
	Formalin	Formalin	Formalin
Testis	7.5	80	30
Ovary	1	5	0

Notes: Percentages are for the number of animals showing these  
changes.

A summary of the experimental results and histological changes in  
various sections of the United States was presented to the  
American Association of Anatomists at their meeting in 1934.

These results were presented to the American Association of Anatomists  
at their meeting in 1934.

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at their meeting in 1934.

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at their meeting in 1934.

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at their meeting in 1934.

These results were presented to the American Association of Anatomists  
at their meeting in 1934.

Presented as contributed by one of the experimenters.

"The Development of the Testis in the Rat"  
Journal of Anatomy, 1935, 70, 1-17.



The demand for a knowledge of touch typing for personal-use will probably result in increased enrollment in that subject.

With respect to typing I think enrollment will continue to increase and that the time will come when almost every student will be able to type for personal use.

Typewriting should increase in high schools for non-business students. Many high school principals are advocating personal-use typewriting for every graduate from high school.

I believe the trend will be for all students to take a year of typing for its general utility value.<sup>1</sup>

It was noted that "22 college instructors also emphasized the desirability of personal typing."<sup>2</sup>

This survey uncovered the following points relative to the practice of personal-use typewriting as practiced by some school systems at the present time:

1. In numerous schools pupils are permitted to take one year of typing without relationship to instruction in shorthand.
2. In many more, instruction in typing is limited to those who are taking shorthand simply because of an insufficiency of machines.
3. In a few schools, students are permitted to take one term of typing with credit.<sup>3</sup>

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<sup>1</sup> Tonne, Herbert A. "What Administrators Think About Shorthand and Typing." Journal of Business Education, December, 1947. p. 19.

<sup>2</sup> Loc. cit.

<sup>3</sup> Loc. cit.

The demand for a knowledge of English is increasing rapidly in the United States and in other countries.

With reference to the English language, it is necessary to know the English language in order to be able to use it in the United States.

English is the language of the United States and of the English-speaking countries. It is the language of the United States and of the English-speaking countries.

It is necessary to know the English language in order to be able to use it in the United States.

It is necessary to know the English language in order to be able to use it in the United States.

English is the language of the United States and of the English-speaking countries.

It is necessary to know the English language in order to be able to use it in the United States.

It is necessary to know the English language in order to be able to use it in the United States.

English is the language of the United States and of the English-speaking countries.

1. In the United States, English is the language of the United States and of the English-speaking countries.

2. In the United States, English is the language of the United States and of the English-speaking countries.

3. In the United States, English is the language of the United States and of the English-speaking countries.

English is the language of the United States and of the English-speaking countries.

English is the language of the United States and of the English-speaking countries.



Two experiments are underway in New York City with respect to teaching typewriting to adults. In one experiment the basic skills are instructed over a period of four weekends. The results have shown that there is a general ability among these people to typewrite between 25-30 words per minute at the end of the fourth weekend.

The second experiment is conducted in such a manner as to allow the basic skills of typewriting to be taught in one Saturday morning session. Each student is given a textbook for further instruction. Thus, the "instructor has considerable assurance that most of the students are able to work out term papers and themes with no additional help."<sup>1</sup>

With reference to the survey of selected high school superintendents, Tonne remarks that:

Administrators have been sold on the idea of personal typing, but business teachers have failed to capitalize on it. They insist on following typewriting instructions for all students just the same as for business students. Typewriting can be taught in a much shorter time than it is now taking, and the program for personal use students must be gravely revised to fit the needs of the personal-use student.<sup>2</sup>

A special course in personal-use typewriting was offered at Brookline High School for the first time last year to all students in the sophomore, junior, and senior years. There were two classes meeting twice a week, and four classes meeting three times a week for forty-minute periods. The following course outline was followed in the teaching of personal-use touch typewriting, as differing from vocational typewriting:

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<sup>1</sup>

Tonne, op. cit., p. 19.

<sup>2</sup>

Loc. cit.

The experiments are necessary in the first place to determine the relative importance of the various factors in the production of the various types of speech. In the experiments the results have shown that there is a general ability to learn to produce speech in the first 10-20 months of life as the end of the first year.

The second experiment is necessary to determine the relative importance of the various factors in the production of the various types of speech. In the experiments the results have shown that there is a general ability to learn to produce speech in the first 10-20 months of life as the end of the first year.

Experiments have been held on the basis of personal observation, but business concerns have failed to recognize the importance of the following types of speech: 1. The first type is the type of speech which is used in the first 10-20 months of life. 2. The second type is the type of speech which is used in the first 10-20 months of life. 3. The third type is the type of speech which is used in the first 10-20 months of life.

A special course in personal and professional speech is offered at the University of Chicago. The first class has been in the first 10-20 months of life. The second class has been in the first 10-20 months of life. The third class has been in the first 10-20 months of life.

University of Chicago

1914



1. Posture at Typewriter
  - a. feet
  - b. back
  - c. arms
2. Typewriting Technique
  - a. hand position
  - b. fingers
  - c. touch
  - d. insertion of paper
  - e. removal of paper
  - f. carriage throw
  - g. shift key
3. Parts of Machine
4. Cleaning of Machine
5. Changing the Ribbon
6. Erasing and Typing in the Correction
7. Use of Carbon Paper
8. Mastery of Keyboard (including fourth bank of keys)—
  - a. arabic numbers and characters
  - a. drill
  - b. alphabetic sentence
  - c. numbers
9. Paragraphing
10. Centering
  - a. horizontal
  - b. vertical
11. Outlining
12. Tabulating (simple)
13. Personal Letters
14. Business Letters
  - a. 2 forms--double space
  - single space
15. Envelopes--addressing.<sup>1</sup>

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<sup>1</sup>  
 Ehnes, C. W. "Typewriting for All High School Students." Journal of Business Education, September, 1947. p. 19.





In order to prove the value of this course, a recent survey was taken of those students still at Brookline High School who took the course last year. They had adapted that subject to their advantage in the following ways:

1. Copy and layout work for high school paper.
2. Scripts for plays and the like for various activities.
3. Outlines for practically all subjects, especially in the social studies.
4. Themes, especially in English.
5. Projects prepared to be used in the commercial and natural science fields.
6. Personal letters and notes.
7. Letters of application.
8. Part-time work.<sup>1</sup>

Of those students who had graduated and were at college, a number expressed satisfaction in being able to typewrite theses, lectures, themes, outlines, experiments, and personal letters.

Thus it appears quite apparent that the studies mentioned are trying to prove the value of personal-use typewriting, even though their methods are still in the experimental stages. Statistics were shown, through two studies, that the personal-use value of various business subjects is definitely on the increase, and would seem to be justifiably so.

The writer does not intend to prove the value of personal-use typewriting as such, but rather to assimilate standards for a course of this

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<sup>1</sup>

Ehnes, op. cit., p. 19.

In order to prove the value of this course, a recent survey was taken of those students who at Haverhill High School who took the course last year. They had chosen that subject for their advantage in the following

ways:

1. To get ready for high school paper.
2. To get the paper and the idea for further education.
3. To get the practically all subjects, especially in the social studies.
4. To get, especially in English.
5. To get prepared to be used in the commercial and technical studies.
6. To get the ideas and notes.
7. To get the application.
8. To get the work.

Of these students who had graduated and were at college, a greater or lesser number had taken this course. The results of the survey are as follows: 1. To get the paper and the idea for further education. 2. To get the practically all subjects, especially in the social studies. 3. To get, especially in English. 4. To get prepared to be used in the commercial and technical studies. 5. To get the ideas and notes. 6. To get the application. 7. To get the work. 8. To get the work.

The other two and three to prove the value of personal-the type of work, but none of these students for a number of years.

Thank you very much.



nature as practiced by many instructors of personal-use typewriting at the present time.

### CHAPTER III

#### PERSONAL-USE TYPEWRITING

In order to obtain information on the state of personal-use typewriting progress, the questionnaire survey was prepared. The questionnaire, Appendix B, consisted of a list of questions, Appendix A, and that of the selected responses, Appendix C. Thus, a definite picture of the progress of personal-use typewriting in the various states was represented in the survey.

A two-page questionnaire was sent to all postal addresses known throughout the United States, in those of states with population between 10,000 and 50,000. (See Appendix B.) The addresses appearing were to meet this requirement was obtained from the Census Bureau and from the 1940 U.S. Census. The figures contained therein were for 1940, but were acceptable on that basis for this research.

Following that, Patterson's address directory, Appendix D, was called to determine the name of the high school. It was determined that high school and the town or city did not bear the same name and in some instances there were two high schools in the same area.

Those listed had a population of over 5,000, as of 1940. Two of these areas were excluded. Portsmouth had a population of over 250,000, and Johnston did not have a high school listed in Patterson's Directory. However, Portsmouth had two secondary schools, North High and West High, which brought the total number surveyed to 20.

Vermont had two towns or cities listed in the White Almanac. Those not listed in Patterson's Directory, all ten were contacted.





### CHAPTER III

#### PROCEDURES USED IN GATHERING DATA

In order to obtain information and data with which to evaluate personal-use typewriting programs, the questionnaire method was employed. The questionnaire, Appendix B, accompanied by a letter of explanation, Appendix A, was sent to 128 selected secondary schools throughout New England. Thus, a definite section of the country, New England, and six of the 48 states were represented in the survey.

A two-page questionnaire was sent to 128 public secondary schools throughout New England, in towns or cities with populations between 5,000 and 80,000. (See Appendix D.) The information concerning areas to meet this requirement was obtained from the WORLD ALMANAC AND BOOK OF FACTS FOR 1947. The figures contained therein were for 1940, but were acceptable on that basis for this research.

Following that, Patterson's AMERICAN EDUCATIONAL DIRECTORY was consulted to determine the name of the high school. In some instances the high school and the town or city did not bear the same name; and in other instances there were two high schools in the same area.

Rhode Island had 21 communities with populations of over 5,000, as of 1940. Two of those areas were excluded. Providence had a population of over 250,000, and Johnston did not have a high school listed in Patterson's Directory. However, Pawtucket had two secondary schools, East High and West High, which brought the total number surveyed to 20.

Vermont had ten towns or cities listed in the WORLD ALMANAC. Since all were listed in Patterson's Directory, all ten were contacted.

CHAPTER III

PROCESSES OF THE MIND

In order to obtain information and data with which to construct a picture of the mind, the psychologist must use various methods. The most common of these are observation, introspection, and experimentation. Observation is the process of watching and recording behavior as it occurs in the natural environment. Introspection is the process of looking inward at one's own mental processes. Experimentation is the process of manipulating one or more variables in a controlled environment in order to observe the effects on other variables. Each of these methods has its own strengths and weaknesses. Observation is often the most natural and least artificial, but it is often difficult to control the variables being observed. Introspection is useful for studying subjective experiences, but it is often difficult to verify the accuracy of the reports. Experimentation allows for the most precise control of variables, but it is often artificial and may not reflect how the mind operates in the real world. The psychologist must choose the method or methods that are best suited to the questions being asked.

The first step in the process of psychological research is the selection of a topic. This is often done by reviewing the literature in the field and identifying areas that need further investigation. Once a topic has been chosen, the next step is to formulate a hypothesis. A hypothesis is a statement that predicts the outcome of a study. It is often based on theory or previous research. The third step is to design the study. This involves deciding on the methods to be used, the variables to be manipulated, and the way in which the data will be collected and analyzed. The fourth step is to conduct the study. This involves carrying out the procedures that have been designed. The fifth and final step is to report the results. This is done by writing a paper or giving a presentation in which the findings of the study are described and discussed.

There are many different types of psychological research. Some are more basic, focusing on the fundamental processes of the mind. Others are more applied, focusing on how psychological principles can be used to solve real-world problems. The choice of type of research depends on the interests of the researcher and the needs of the field. All types of research, however, follow the same basic process: selection of a topic, formulation of a hypothesis, design of the study, conduct of the study, and reporting of the results.



In the state of New Hampshire, there were 16 areas meeting the population requirements of this research study. However, according to the Directory, Lebanon had two high schools, Lebanon High and West High, as did Manchester--Central High and West High. Thus the number of public secondary schools surveyed in New Hampshire was 18.

Maine is one of the larger states in New England, and had 27 towns or cities meeting the requirements. Portland High School and Deering High School were located in Portland, thereby accounting for 28 public secondary schools in this study.

Connecticut had many areas listed with a population of over 5,000. Because of this, a sampling was taken. Of the 51 areas listed, it was decided that 50 per cent would be a sufficient representation; hence, every other place in the alphabetical list in Patterson's Directory was chosen. Exceptions were Bridgeport, Hartford, and Waterbury, whose populations exceeded the requirements of this study. Thus, 24 of the 128 areas surveyed were located in Connecticut.

Massachusetts had the largest number of places from which to select areas. One hundred twenty-five of them had populations over 5,000. Ten were excluded because of populations over 80,000, which left a total of 115. It was decided that 25 per cent would be an accurate representation, so every fourth town or city in the alphabetic list compiled was surveyed. Thus, the total number of areas contacted in Massachusetts was 23. (See Table II.)

A recent study was conducted by the Massachusetts State Department of Education to determine information relative to business education in public secondary schools throughout the Commonwealth. A review of this

In the case of the hospital, there were 15 beds meeting the requirements of this research study. However, according to the Emergency, known as the high school, between high and high high, as the hospital--Central High and West High. This was number of public secondary schools included in the hospital was 15. Maine is one of the larger states in the country, and had 17 years of office holding the hospital. Portland High School and Central High School were located in Portland, thereby accounting for 15 public secondary schools in this study.

Communities had very little with a population of over 5,000. However, of this, a sample was taken. Of the 17 years, it was decided that 50 per cent would be a sufficient representation; hence, every other place in the alphabetical list in the hospital directory was chosen. Excluding the hospital, Portland, and Portland, which represented the requirements of this study. Thus, 15 of the 17 years represented were located in Communities.

Investigation had the largest number of 15 years from which to select cases. The number twenty-five of them had populations over 5,000. The most excluded number of populations over 50,000, which left a total of 15. It was decided that 50 per cent would be an adequate representation, so every fourth year in the alphabetical list was chosen and excluded. Thus, the total number of cases included in Communities was 15. (See

Table II.)

A report that was submitted by the Massachusetts State Department of Education to determine information relative to business education in public secondary schools throughout the Commonwealth. A review of this



survey revealed to the writer whether or not the schools previously selected for Massachusetts offered personal-use typewriting. Those schools, which, according to the State Department study, did not offer personal-use typewriting were not included in this research study. Hence, a random sampling was taken of other schools to replace those excluded from this research by the Massachusetts State Department study.<sup>1</sup> Therefore, three school systems in the Commonwealth of Massachusetts, previously selected by taking every fourth one from Patterson's alphabetical list, were not contacted, and three others were substituted to keep the total number in balance.

The questionnaire consisted of fourteen items. Seven of those items required an explanation, four required merely one word, two required underlining, and one required check marks.

The questions attempted to discover:

1. The offering of a course in typewriting, title of course, and grouping or non-grouping of vocational and non-vocational students;
2. Percentage of students taking personal-use typewriting, year in which it is offered to them, and year in which it is considered most advantageous in offering the course.
3. Average speed attained at the end of the year, and the extent to which speed and accuracy are stressed.
4. Class periods per week students meet, length of periods, single

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<sup>1</sup>

Kelly, op. cit., p. 259-263.





or double periods--comparison of business typewriting courses with non-business.

5. Factors on which a grade for the course is based, academic credit allowed for the course, and admittance of non-business course students to advanced classes.
6. Reasons for instituting personal-use typewriting to the curriculum, and whether or not those reasons were justified either by a follow-up study, personal interview, or both.

Following this section of the questionnaire was a list of 60 items of content material, the purpose in mind being to determine the necessary, optional, or unnecessary material to be taught in a personal-use typewriting program. If it was felt that the item opposite No. 1 was a necessary part of a personal-use course in typewriting, then a check mark would be placed in the Necessary Content Material column; if it was felt that No. 1 was not necessary but would be taught, time permitting, and so forth, then a check mark for it would be placed in the Optional Material column; if it was felt that No. 1 was totally unnecessary to the course, then the check mark would be placed in the Unnecessary Content Material column.

A letter of explanation was sent with the questionnaire explaining the problem involved and the purpose of the analysis. The fact that the information offered would be kept confidential was also mentioned, and the writer offered to send a summary of the findings to those interested in having one.

During a period of two weeks after the questionnaire and letter had been sent to the 128 selected public secondary schools in New England,

on the basis of the following considerations:

1. The first consideration is the fact that the

second consideration is the fact that the

third consideration is the fact that the

fourth consideration is the fact that the

fifth consideration is the fact that the

sixth consideration is the fact that the

seventh consideration is the fact that the

eighth consideration is the fact that the

ninth consideration is the fact that the

tenth consideration is the fact that the

eleventh consideration is the fact that the

twelfth consideration is the fact that the

thirteenth consideration is the fact that the

fourteenth consideration is the fact that the

fifteenth consideration is the fact that the

sixteenth consideration is the fact that the

seventeenth consideration is the fact that the

eighteenth consideration is the fact that the

nineteenth consideration is the fact that the

twentieth consideration is the fact that the

twenty-first consideration is the fact that the

twenty-second consideration is the fact that the

twenty-third consideration is the fact that the

twenty-fourth consideration is the fact that the

twenty-fifth consideration is the fact that the

twenty-sixth consideration is the fact that the



69 replies were received. These replies constituted 54 per cent of the total number surveyed. It was thought that a follow-up letter, Appendix C, accompanied by another questionnaire, would yield still greater results, thereby contributing greater accuracy to the data to be reported.

Three weeks after the first questionnaire was sent, a second two-week period was devoted to sending out and receiving replies from 59 follow-up letters mailed to those school systems failing to respond to the first inquiry. From this process, 32 additional replies were forthcoming. Those 32 replies represented 54 per cent of the number involved in the follow-up procedure.

It was believed that a more comprehensive picture of the personal-use typewriting situation in the public secondary schools could be obtained by using a sampling technique on the six New England states, rather than by limiting the study to one state in particular. In the case of the latter, all the schools of that state would have to be surveyed. However, by the former method, a broader aspect of the problem was obtained.

TABLE II

## NEW ENGLAND STATES IN SURVEY

	No.	Per Cent
Connecticut ...	24	18.7
Maine .....	28	21.9
Massachusetts .	28	21.9
New Hampshire .	18	14.1
Rhode Island ..	20	15.6
Vermont .....	10	7.8
Total	128	100.0

to reflect the results. These figures represented 82 per cent of the

total number surveyed. It was thought that a follow-up survey, especially

conducted by means of questionnaires would yield more accurate results.

The first questionnaire was mailed to the date of its receipt.

From reports after the first questionnaire was sent, a second ques-

tionnaire was ordered to be sent out and received replies from 10

follow-up letters mailed to these people again. It was found that the

first survey, from this process, 82 additional replies were forthcoming.

Thus the replies represented 82 per cent of the number involved in the

follow-up process.

It was believed that a more representative picture of the population

existing situation in the public health service of the State would

be obtained by using a larger number of the old and new forms, in that form

by having the study to be made in the future. In the case of the

last, all the copies of the forms were sent to be returned. However,

by the return of the forms, a further report on the results was obtained.

## TABLE II

### THE PUBLIC HEALTH SERVICE

	No.	Per Cent
Sanitation ...	10	10.7
Food ...	10	10.7
Water ...	10	10.7
Public Health ...	10	10.7
Sanitation ...	10	10.7
Food ...	10	10.7
Water ...	10	10.7
Public Health ...	10	10.7
Total	100	100.0



## CHAPTER IV

## RESULTS OF THE SURVEY

At the termination of a one-month period, January, 1948, a total of 101 replies to the questionnaire had been received. This total constituted 78.9 per cent of the 128 public secondary schools surveyed by the use of a two-page questionnaire and a follow-up letter. Of the 101 returns, 34 indicated no personal-use typewriting program; 66 school systems had personal-use typewriting included in their curricula. It was found that only a junior high school was in existence in one community, and not a secondary school as listed. The following data are based on the 66 personal-use typewriting programs indicated on the questionnaires.

Table III contains figures and percentages for the schools that responded, whether or not they offered personal-use typewriting, and the number who did not respond to the questionnaire. A complete listing of

TABLE III

## SECONDARY SCHOOL RESPONSE TO SURVEY

Secondary Schools	No.	Per Cent
Personal-Use Typewriting Offered ...	66	50.5
Personal-Use Typewriting Not Offered	34	26.5
No Reply Received .....	27	21
No Secondary School in the Town ....	<u>1</u>	<u>1</u>
Total Surveyed	128	100.0

# SECTION IV

## RESULTS OF THE SURVEY

At the conclusion of a one-year period, January, 1963, a total of

141 replies to the questionnaire had been received. This total was

adjusted to 100 per cent of the total number of schools surveyed by the

use of a two-stage questionnaire and a follow-up letter. Of the 141

schools, 54 indicated no personal-use typewriting equipment at school

and personal-use typewriting included in their curriculum. 19 schools

had only a single typewriter in the school in one classroom, and the

remaining schools as listed. The following data are based on the 100

personal-use typewriting schools indicated on the questionnaire.

Table III contains figures and percentages for the schools that re-

sponded, whether or not they offered personal-use typewriting, and the

number and kind of typewriters in the schools. A complete listing of

TABLE III

### PERSONAL-USE TYPING IN SCHOOLS

Personal-use typewriting		No. of schools	Per cent
Personal-use typewriting offered...	96	96	96.0
Personal-use typewriting not offered...	4	4	4.0
In only one classroom...	27	27	27.0
In two or more classrooms...	69	69	69.0
Total schools...	100	100	100.0



all schools surveyed is contained in Appendix D. Appendix E contains a list of the schools responding to the survey. Appendix F shows the secondary schools whose curricula includes personal-use typewriting programs.

The first item on the questionnaire concerned the title under which personal-use typewriting was offered. Nine different titles appeared in the final tabulation. (See Table IV.)

Forty-two schools, or 63 per cent, had the caption Typewriting I as the title under which beginning typewriting was taught to the non-business course students. From the above statement it could be assumed that all students enrolled in Typewriting I were heterogenous in relation to their reasons for participating in the course. They must begin in Typewriting I regardless of their reasons for enrolling in it.

Thirteen of the responses differed from the above policy by instituting a course labeled Personal Typewriting. Though the nature of this course, in contrast to Typewriting I, was not explained, the conclusion may be drawn that the title of the course implies the course content. Those enrolled in a course with this title may be assumed to be a homogeneous group, desiring typewriting as a personal and not a vocational tool.

The following titles were, to a lesser extent than those already mentioned, in use in a small percentage of the remaining schools--Non-vocational Typewriting, General Typewriting, Typewriting for Non-commercial Majors, Typewriting A, Typewriting IS, Typewriting E and F, and Typewriting for Personal Use. Three schools did not designate the title of the course.

Though these titles differ somewhat from the two previously mentioned--Typewriting I and Personal Typewriting--the basic assumption made





for these two may be adapted to some degree to each of the titles in the above paragraph.

TABLE IV

## VARIOUS TITLES DENOTING PERSONAL-USE TYPEWRITING COURSES

Title	No. of Schools	Per Cent
Typewriting I .....	42	63
Personal Typewriting .....	13	20
Non-vocational Typewriting .....	2	3
General Typewriting .....	1	1.5
Typewriting for Non-commercial Majors	1	1.5
Typewriting A .....	1	1.5
Typewriting IS .....	1	1.5
Typewriting E and F .....	1	1.5
Typewriting for Personal Use .....	1	1.5
No Reply .....	<u>3</u>	<u>5</u>
Total	66	100.0

In answer to the question, "What percentage of non-business course students are taking typewriting?", a variance of approximately 89 per cent was noted in the 42 replies received. However, in terms of such a wide variance, the population of the schools involved was an important factor in that a percentage of 75 in one school could very easily be equal to 50 per cent in a smaller school. Thus, over a total of 42 schools, an average of 26.5 per cent of the total non-business students in those schools are enrolled in a typewriting course for the personal, practical





value they may derive from it. In one secondary school in which 90 per cent or more of the students were enrolled in typewriting for personal use, it was noted that three classes each year were open to non-business students. It was found in another school that three out of every five students in Typewriting I were from the non-vocational classes.

The question was asked relative to the year in which personal-use typewriting was offered to non-business course students--freshman, sophomore, junior, senior, or any year that fits into their program. In many instances no single year could be stated, but rather a combination of two or three years. This fact accounted for the larger amount of answers than the number of questionnaires involved.

The junior and senior years seemed to be the most persistent designation of the year in which this course should be offered. The senior year received 33 responses, and the junior year, 31. (See Table V.) Next in order came "any year that fits into their program," "sophomore year," and "freshman year." Though the freshman year was mentioned only three times, it afforded a basis for the notation of the trend in offering this course. As may be seen from Table V, the range was from 3 responses in favor of the freshman year to 33 for the senior year. The sophomore and junior years followed in their respective order between those two.

Immediately following the previous question, another one, closely related to it, was asked. "In what year do you consider it most advantageous to offer this course to non-business course students?" It was thought to be of interest and pertinent to the problem to gain the opinion of the teacher on this question. The answers to this question also were multiple in that one, two, or three years were considered appropriate.





TABLE V

YEAR IN WHICH PERSONAL-USE TYPEWRITING  
IS OFFERED TO NON-BUSINESS COURSE STUDENTS

Year	No. of Schools	Per Cent
Senior .....	33	31
Junior .....	31	29
Any Year .....	23	21
Sophomore .....	17	16
Freshman .....	<u>3</u>	<u>3</u>
Total	107	100

The junior year was found to be the most practical for offering this course. (See Table V I.) It placed first with a tally of 27; the senior year was next with 22; the sophomore year, 14; freshman year, 4; and one person believed that any year at all would suffice.

TABLE VI

YEAR IN WHICH IT WAS DEEMED ADVISABLE  
TO OFFER A PERSONAL-USE TYPEWRITING COURSE

Year	No. of Schools	Per Cent
Junior .....	27	40
Senior .....	22	32
Sophomore .....	14	21
Freshman .....	4	6
Any Year .....	<u>1</u>	<u>1</u>
Total	68	100





The business and non-business course students were contrasted by a question pertaining to the average speed attained at the end of a year of typewriting. The data compiled showed that the average speed attained by business students was 35 words per minute, and 32 words per minute for non-business course students. The range from which these averages were derived was from 60 to 15 words per minute for both classes of students. It was found in one school system that "0" average speed was required of non-business course students. This inferred that no specific speed requirements were demanded of these students, and that whatever typewriting speed they could attain was sufficient for their personal use.

Another person replied that an average speed of 30 words per minute was required from the college preparatory students, and a lower average of 20 words per minute from shop pupils enrolled in the same class. No reason was given for the duplicity of requirements.

It was decided to determine the extent that speed and accuracy were being stressed in classes in typewriting for personal use. Those answering the question, "To what extent is speed stressed for non-business course pupils," were requested to comment freely.

Foremost among the contributions received was the statement that speed for non-business course students was stressed as much for them as for vocational classes in typewriting. Closely following was the statement that "speed is secondary to accuracy." There were a few cases in which speed was not stressed at all, stressed very little, or stressed a great deal. In one instance both speed and accuracy were equally stressed, one preceeding the other, or concurrently. There were other variations noted, among them the theory that production accomplished and the practical





use to which speed, accuracy, and production can be applied were more to the student's advantage than the single aspect of speed.

TABLE VII

## SPEED FACTOR IN PERSONAL-USE TYPEWRITING

Importance of Speed	No. of Schools	Per Cent
Same as Business Course Students .	19	31 2/3
Secondary to Accuracy .....	16	26 2/3
Not Stressed .....	10	16 2/3
Some Stress .....	9	15
Great Stress .....	3	5
Stress Speed and Accuracy Together	1	1 2/3
Production, Regardless of Speed	1	1 2/3
Practical Use, Regardless of Speed	1	1 2/3

Closely allied to the above question was, "To what extent is accuracy stressed for non-business course pupils?"

Almost without exception the majority of those replying considered accuracy of prime importance--more important than speed in a personal-use typewriting course. Also, it was found, as was true of speed, that accuracy was stressed equally as much for business as for non-business course students. A few people felt that sufficient accuracy was all that was needed. The term "sufficient" was left undefined, however, but may be inferred as meaning that which is sufficient to meet the needs of the non-vocational students in the course. In one instance, accuracy was not stressed at all, perhaps for the same reason that no specific average





speed requirement was made in one school system previously mentioned. Further contributions to this question indicated that the emphasis should be on production and not on accuracy, and that both speed and accuracy could be stressed in turn to the advantage of the student. (See Table VIII.)

TABLE VIII  
ACCURACY FACTOR IN PERSONAL-USE TYPEWRITING

Importance of Accuracy	No. of Schools	Per Cent
Prime Importance .....	28	46 $\frac{2}{3}$
Same as Business Course Students ..	21	35
Sufficient Accuracy .....	8	13 $\frac{1}{3}$
Speed and Accuracy Stressed in Turn	1	1 $\frac{2}{3}$
Production before Accuracy .....	1	1 $\frac{2}{3}$
Accuracy not Stressed .....	1	1 $\frac{2}{3}$

The question arose as to the differences between courses in typewriting for business course and non-business course students. As a result, one question was devoted to contrasting the class periods per week that the students meet, the length of those periods, and whether the periods were single or double. (See Table IX.)

Of the 55 replies received to this question, it was found that in 46 schools business course students meet five times per week, as against 45 for non-business course students. Business typewriting classes were held four times each week in eight school systems, and in only one system were vocational typewriting classes held 10 periods per week.





As for the remainder of the replies on class periods for non-business course typewriting, four periods per week were necessary in six school systems, three periods per week in two schools, and two periods per week in one school system. It was noted that in one personal-use typewriting class all college preparatory majors were given three periods and all other non-vocational people, five periods per week. No explanation was given for this plan. (See Table IX.)

It was found that the average vocational typewriting class met 4.9 periods per week as compared with 4.7 class periods per week for the non-vocational people.

In studying the length of class periods, it was noted that no differentiation in time occurred between those two groups of typewriting classes. That is, if one system had a period of 42 minutes for vocational typewriting, the same length of time would be utilized for the non-business typewriting class. The most general time allotment found for class periods was 40 minutes. There was a range of 20 minutes between the longest period, 60 minutes, and the shortest period, 40 minutes. (See Table IX.)

A great deal of controversy has centered around the value of having double periods of typewriting to replace the single periods. Research has proved that the double period holds little or no value over the single period. The findings of this study substantiated the theory upheld by previous research. On only one reply out of 55 was a double period indicated for business course typewriting classes. Yet that same system did not require double periods of typewriting for non-business course students. Thus, all 55 replies to this item on the questionnaire indicated single periods of typewriting for non-business course students. (See Table IX.)





TABLE IX

LENGTH AND NUMBER OF CLASS PERIODS PER WEEK (SINGLE OR DOUBLE) BETWEEN BUSINESS AND NON-BUSINESS COURSE TYPEWRITING CLASSES

	Business Course		Non-Business Course	
	No.	Per Cent	No.	Per Cent
Class Periods Per Week:				
10 Class Periods	1	1.8	0	0
5 Class Periods	46	83.6	45	83.3
4 Class Periods	8	14.6	6	11.1
3 Class Periods	0	0	2	3.7
2 Class Periods	<u>0</u>	<u>0</u>	<u>1</u>	<u>1.9</u>
Total	55	100.0	* 54	100.0
Length of Class Periods:				
60 Minutes	3	5.5	3	5.5
57 Minutes	1	1.8	1	1.8
55 Minutes	2	3.6	2	3.6
51 Minutes	1	1.8	1	1.8
50 Minutes	6	10.9	6	10.9
47 Minutes	2	3.6	2	3.6
45 Minutes	14	25.5	14	25.5
43 Minutes	1	1.8	1	1.8
42 Minutes	1	1.8	1	1.8
40 Minutes	<u>24</u>	<u>43.7</u>	<u>24</u>	<u>43.7</u>
Total	55	100.0	55	100.0
Single Periods:	52	98.1	53	100.0
Double Periods:	<u>1</u>	<u>1.9</u>	<u>0</u>	<u>0</u>
Total	53	100.0	53	100.0

\*One system requires 3 class periods for college majors and 5 class periods for all other non-business course students.





In view of the belief held by some, that a grade should not be given for personal-use typewriting, a question was included on the questionnaire which sought information on grades for a course of this type. It was also considered desirable to know the factors on which such a grade was based.

The data compiled showed that 59 of the 61 teachers answering did grant a grade for personal-use typewriting. The grade was, for the most part, based on two prime factors--accuracy and speed of work accomplished. Interspersed throughout with these two elements were such factors as quality and quantity of work produced, techniques in manipulating the machine, set-up, daily accomplishment, individual projects, initiative of the student, posture, interest, work habits, timed writing scores, attitude, improvement, and opinion of the typewriting teacher. With reference to the last factor listed, (though typewriting bears all the indications of an objective subject) this study revealed the possible subjectivity of the grade involved.

The question was asked, "Are students from non-business course typewriting classes ever admitted to advanced typewriting classes? If so, under what conditions?"

It was found that students in 35 out of 56 schools were admitted to advanced typewriting classes provided certain conditions were met. Foremost among these was the satisfactory completion of the requirements of Typewriting I. Other factors such as availability of typewriters, ability to fit Typewriting II into their programs, and scholastic standing of the students played an important part in the final decision. It was noted that in one school system students who were enrolled in personal-use typewriting must change their courses entirely in order to be admitted to advanced





typewriting. In two schools only isolated cases, or exceptional students, were allowed into advanced classes. In still another school, the students' admittance depended entirely upon the recommendation of the teacher.

Entrance into advanced typewriting classes was denied personal-use typewriting students in 19 out of 56 school systems. The reasons for this were:

1. There were no advanced typewriting classes apart from shorthand. In other words, the second year of typewriting consisted of transcribing shorthand dictation. It was impossible to have a regular Typewriting II class as such because of the lack of the necessary equipment and teachers for the subject.

2. There was not enough room in the Typewriting II class for non-vocational students.

3. Only one year of typewriting was offered, and that was in the senior year.

4. Personal-use typewriting was offered for one semester only. Thus, a student would have to enroll in a first-year typewriting class in order to be admitted to advanced typewriting.

5. There was no advanced typewriting class whatsoever.

6. It was too difficult to try to work advanced typewriting into the programs of non-business course students.

It was noted in two school systems that "sometimes" non-vocational students were allowed into advanced typewriting classes. It may be that the conditions regulating such circumstances were similar to those previously mentioned.





The aspect of academic credit assigned to personal-use typewriting was deemed important; thus, the question, "How much academic credit is given for non-business course typewriting?" was included on the questionnaire.

Forty-two replies were received to this inquiry, with credit ranging from 0 to 5 academic points. It was evident in some schools that as soon as non-vocational students developed enough skill to meet their personal needs, they were perfectly justified in withdrawing from the class. Hence, that would be a logical basis on which to grant no credit.

Over 65 per cent of the replies indicated either one or one-half point of academic credit for satisfactory completion of a personal-use typewriting course. (See Table X.) However, the findings showed such a wide range of credit, that it was found extremely difficult to explain the situation.

TABLE X

## ACADEMIC CREDIT GRANTED FOR PERSONAL-USE TYPEWRITING

Academic Credit		No. of Schools	Per Cent
5	Points .....	1	1.9
3	Points .....	2	3.9
2 1/2	Points .....	3	15.3
2	Points .....	1	1.9
1 1/4	Points .....	2	3.9
1	Point .....	10	19.3
1/2	Point .....	25	48.0
1/4	Point .....	2	3.9
0	Points .....	<u>1</u>	<u>1.9</u>
Total		52	100.0





From the foregoing material it was assumed that a course of this nature was justified in the curriculum of public secondary schools. Hence, the last two items on the questionnaire pertained to the reason or reasons for offering personal-use typewriting.

There were many reasons advanced for the offering of this course, all of which could be catagorized under eight different titles. (See Table XI.) Most of the reasons centered around the benefits college students derived from personal-use typewriting. It was felt that a considerable financial saving was possible if they could typewrite; that many of them could earn extra money while in college by typing for others; that sometimes a higher grade was given in college for typewritten papers; and that those high school students who were unable to attend college upon graduation had acquired a skill enabling them to earn a living.

TABLE XI

## REASONS FOR OFFERING PERSONAL-USE TYPEWRITING COURSES

Reasons	No. of Schools	Per Cent
Beneficial to college students .....	23	32.4
Popular demand by students and parents ..	15	21.2
Definite need for the skill .....	11	15.5
Personal asset .....	11	15.5
Practical value .....	6	8.4
Essential in curriculum .....	3	4.2
Vocationally important to those students who do not take stenographic work .....	1	1.4
Points needed for graduation .....	<u>1</u>	<u>1.4</u>
Total	71	100.0





Some of the principals and superintendents desired this subject in their school systems because of the practical value involved, and the possible acquisition of a personal asset for all. They considered typewriting essential for everyone, and asserted that there was a definite need for the skill.

The strong demand by students and parents prompted many high schools to institute personal-use typewriting. Then, too, omitting the personal-use value for a moment, it was considered vocationally important to all students who did not take the prescribed stenographic curriculum. It was interesting to note that only once did the reason "points needed for graduation" appear as a reason for instituting this course.

Personal-use typewriting has justified its inclusion in the curriculum of many secondary schools. Most of the justification was gained through the personal interview technique. (See Table XII.) These interviews were conducted either on a strictly formal basis, or through occasional visits of former students to the school. One teacher replied that she had received, "personally, telephone calls from former pupils who received a promotion, were taken into the clerical work division by the Army and Navy, and from students who find many phases of their college work facilitated by their ability to typewrite."

Seven of the schools had conducted follow-up studies. One secondary school was in the process of conducting a follow-up study of its business graduates, and those non-business course students who took typewriting. Another school had had follow-up studies and personal interviews over a period of years. Thus, much information was gleaned from this particular questionnaire.





A personal-use typewriting course was being offered for the first time in one school; thus they were unable to report on the value of this program in that it was still in the experimental stage.

It was found that the large number of students enrolled in this course each year justified the offering of it by two school systems. However, 17 of the replies indicated no attempt to substantiate in any way the value of this course.

TABLE XII

METHOD OF DETERMINING THE VALUE OF  
PERSONAL-USE TYPEWRITING COURSES IN SELECTED SECONDARY SCHOOLS

Method	No. of Schools	Per Cent
Personal Interview ....	29	52.7
Follow-up Studies .....	7	12.7
Course Enrollment .....	2	3.6
None .....	<u>17</u>	<u>31.0</u>
Total	55	100.0

Many reasons were given to teachers by students concerning the benefits derived from a course in personal-use typewriting. The benefit most frequently mentioned was that of invaluable aid in college. Students were able to earn better grades from handing in typewritten themes, reports, and papers. Their notes were more meaningful. Also, it was possible for some of them to earn money while in college by typewriting materials for other students who lacked the skill.

Many college preparatory students in high school failed to go on to college for a variety of reasons. Some of them had enrolled in a type-





writing course primarily for personal use. Thus, when they were unable to proceed into college, this skill was applied vocationally to enable them to obtain suitable employment.

In some instances advancement in business positions developed as a result of a person's ability to manipulate the typewriter. College students were able to secure summer employment through their use of the typewriter.

One unusual reason listed was the benefit many men and women in the service received from having elected a course in personal-use typewriting while in high school. They, too, as had some college students, adapted their skill to meet vocational needs, and acquired positions more to their liking while in the service.

It was indicated that many students, if offered the opportunity to take this course early enough in their high school period, adapted the skill to their various subject matter courses—typewriting themes, reports, and other class materials.

The aptitude, interest, and ability students displayed in this course caused many teachers to remark about it on the questionnaire. In one school, for example, the students were so eager about typewriting that they practiced every free moment—noontimes, free periods, and after school. In fact, one teacher offered personal typewriting after school as an extra-curricula activity to those who could not otherwise fit it into their programs.

Another teacher remarked that as a result of having had typewriting for personal use in her school, a college student who desired to attend business college was allowed a year's credit in typewriting at a private busi-





ness school.

Only one teacher out of 101 responding to the questionnaire expressed disbelief in personal typewriting at the high school level. The reason for that point of view was not listed. Nevertheless, it was noted on that same questionnaire that though no personal-use typewriting program as such was offered, non-business students, particularly college preparatory majors were encouraged to take a year of typewriting. The content was the same as for first-year vocational people, and "Every opportunity for doing manuscript and other work of a personal nature" was afforded.

Another reply was, "We offered such a course for non-business pupils, but the elections were so small that it was dropped after 3 years."

However, the majority of schools from whom information was gleaned were more positive as to the value of personal-use typewriting. Some of the statements were as follows:

"It is more important each year that all know how to type."

"Believe all should have at least one year of typing-- college or general."

"We feel that every student who wishes to take typing should have an opportunity to do so. Also, we have included it in our General Course--junior year--as an elective for students not interested in following a scientific or other academic course."

"The typewriter is such a common writing tool that ability to use it is felt to be advantageous to nearly everybody, particularly college students."

"Personal-use typing is becoming more of an essential in the curriculum day by day."

"This school year has found us with the largest enrollment of non-business pupils in our typewriting classes. The interest, aptitude, and accomplishment of the pupils have been most satisfactory. I believe teachers of business courses should give considerable thought and planning to offering typing to non-business pupils."





The second part of the two-page questionnaire used to analyze personal-use typewriting programs was devoted to a list of 60 items. Those items constituted various content material included in programs for personal-use typewriting, and were selected from textbooks dealing with this subject.

It was desired to determine from this list the items on it considered important in a personal-use typewriting program; those items considered to be optional (would be taught if time permitted); and those which were thought to be totally unnecessary from the teaching standpoint.

The complete tabulation of such data is contained in Table XIII. The first figures in each of the columns represent the actual number of people indicating their choice of that particular column, and the second figures represent the figures converted into percentages. Thirty-three, or 55 per cent of the total items were rated 50 per cent or over by all the teachers answering this section.

Table 14 depicts 15 items deemed necessary to a program of this type with ratings of 80 per cent or over from the people responding. Those items are in terms of percentages, and are supplemented by percentages from the Optional Material column. This was done in that those who considered the items optional did so on the basis that they were not entirely unnecessary to the course.

Table XV shows the comparison between the necessary items in Table XIV and the percentage of replies recorded in the Unnecessary Content Material column for the same items.

Table XVI is a continuation of Table XIV in that it lists the items deemed necessary to a personal-use typewriting program with ratings between





TABLE XIII

TABULATION OF FIGURES AND PERCENTAGES  
OF ALL CONTENT MATERIAL ITEMS INCLUDED IN THE QUESTIONNAIRE

CONTENT MATERIAL	NECESSARY CON- TENT MATERIAL		OPTIONAL MATERIAL		UNNECESSARY CON- TENT MATERIAL		NO OPINION EXPRESSED	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Addressing Envelopes .....	50	94.3	2	3.7	0	.0	1	1.8
Book Reference .....	20	37.7	16	30.1	10	18.8	7	13.2
Book Reviews .....	20	37.7	19	35.8	7	13.2	7	13.2
Business Letter (full-block) .....	34	64.1	13	24.5	2	3.7	4	7.5
Business Letter (indented) .....	41	77.3	9	16.9	0	.0	3	5.6
Business Letter (semi-block) .....	42	79.2	10	18.8	0	.0	1	1.8
Carbon Copy .....	49	92.4	3	5.6	0	.0	1	1.8
Care of Machine .....	52	98.1	0	.0	1	1.8	0	.0
Centering .....	47	88.6	3	5.6	1	1.8	2	3.7
Characters not on Keyboard .....	37	69.8	10	18.8	6	11.3	0	.0
Checks .....	15	28.3	17	32.0	18	33.9	3	5.6
Codes of Ethics .....	18	33.9	14	26.4	16	30.1	5	9.4
Composing Themes at the Machine ..	24	45.2	20	37.7	5	9.4	4	7.5
Crowding and Spacing Letters .....	36	67.9	12	22.6	4	7.5	1	1.8





TABLE XIII (Continued)

CONTENT MATERIAL	NECESSARY CON- TENT MATERIAL		OPTIONAL MATERIAL		UNNECESSARY CON- TENT MATERIAL		NO OPINION EXPRESSED	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Determine Length of Writing Line ..	46	36.7	3	5.6	3	5.6	1	1.3
Division of Words .....	47	38.6	4	7.5	1	1.8	1	1.8
Double Postal Cards .....	7	15.2	25	47.1	17	32.0	4	7.5
Drafts .....	8	15.0	19	35.8	21	39.6	5	9.4
Erasing .....	51	96.2	1	1.8	0	.0	1	1.8
Figures and Symbols .....	41	77.3	8	15.0	3	5.6	1	1.8
Folding Letters for Envelope Insertion .....	44	33.0	6	11.3	1	1.8	2	3.7
Grocery Lists .....	6	11.3	17	32.0	26	49.0	4	7.5
Headings for School Papers .....	9	16.9	30	56.6	11	20.7	3	5.6
Inventories .....	8	15.0	25	47.1	17	32.0	3	5.6
Invitations and Answers .....	22	41.5	17	32.0	11	20.7	3	5.6
Jokes .....	3	5.6	15	28.3	29	54.7	6	11.3
Letters of Application .....	43	31.1	7	13.2	2	3.7	1	1.8
Letters of More Than 1 Page .....	33	71.6	11	20.7	3	5.6	1	1.8
Manuscripts .....	40	75.4	3	15.0	4	7.5	1	1.8





TABLE XIII (Continued)

CONTENT MATERIAL	NECESSARY CON- TENT MATERIAL		OPTIONAL MATERIAL		UNNECESSARY CON- TENT MATERIAL		NO OPINION EXPRESSED	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Margin Control .....	44	83.0	8	15.0	0	.0	1	1.8
Menus .....	13	24.5	26	49.0	11	20.7	3	5.6
Minutes of Meetings .....	26	49.0	22	41.5	3	5.6	2	3.7
Outlines .....	44	83.0	5	9.4	2	3.7	2	3.7
Paragraphing .....	46	86.7	2	3.7	1	1.8	4	7.5
Personal Notes and Letters .....	31	58.4	14	26.4	3	5.6	5	9.4
Place Cards .....	7	13.2	19	35.8	21	39.6	6	11.3
Planning Arrangement of Letters ...	40	75.4	3	15.0	4	7.5	1	1.8
Play Dialogue .....	9	16.9	27	50.9	13	24.5	4	7.5
Poetry .....	11	20.7	23	43.3	14	26.4	5	9.4
Postal Cards .....	26	49.0	20	37.7	6	11.3	1	1.8
Posters .....	5	9.4	19	35.8	25	47.1	4	7.5
Printers Proof .....	14	26.4	23	43.3	14	26.4	2	3.7
Programs .....	15	28.3	29	54.7	5	9.4	4	7.5
Proofreading .....	33	62.2	12	22.6	6	11.3	2	3.7





TABLE XIII (Continued)

CONTENT MATERIAL	NECESSARY CON- TENT MATERIAL		OPTIONAL MATERIAL		UNNECESSARY CON- TENT MATERIAL		NO OPINION EXPRESSED	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Receipes .....	6	11.3	23	43.3	13	33.9	6	11.3
Receipts .....	12	22.6	21	39.6	16	30.1	4	7.5
Reinserting Paper .....	47	88.6	4	7.5	1	1.3	1	1.8
Rough Drafts .....	31	58.4	13	24.5	7	13.2	2	3.7
Spacing after Punctuation Marks ..	48	90.5	4	7.5	0	.0	1	1.8
Spacing Before and After Special Characters .....	41	77.3	9	16.9	2	3.7	1	1.8
Stencils .....	13	24.5	26	49.0	11	20.7	3	5.6
Tables of Contents .....	31	58.4	18	33.9	2	3.7	2	3.7
Tabulating .....	42	79.2	10	18.8	1	1.8	0	.0
Telegrams .....	9	16.9	25	47.1	16	30.1	3	5.6
Title Pages .....	32	60.3	13	24.5	5	9.4	3	5.6
Typing Class Schedule Cards .....	6	11.3	19	35.8	23	43.3	5	9.4
Typing Labels .....	10	18.8	20	37.7	17	32.0	6	11.3
Typing on Ruled Lines .....	40	75.4	9	16.9	2	3.7	2	3.7





\*TABLE XIII (Concluded)

CONTENT MATERIAL	NECESSARY CON- TENT MATERIAL	OPTIONAL MATERIAL	UNNECESSARY CON- TENT MATERIAL	NO OPINION EXPRESSED
	No. Per Cent	No. Per Cent	No. Per Cent	No. Per Cent
Typing Themes .....	40 75.4	8 15.0	3 5.6	2 3.7
Vertical Centering .....	47 88.6	3 5.6	1 1.8	2 3.7

\*The percentages listed horizontally for each item do not exactly equal 100. The difference is .3 or less, and was unavoidably incurred in rounding off the figures so that the percentages would be the same for each integer of the same measure.





50 and 80 per cent. Conversely, Table XVII, a continuation of Table XV, shows the comparison between the items in Table XVI and the percentage of replies recorded in the Unnecessary Content Material column for the same items.

TABLE XIV

NECESSARY CONTENT MATERIAL ITEMS RATED 80 TO 100 PER CENT  
(Supplemented by Optional Material Column)

CONTENT MATERIAL	NECESSARY		OPTIONAL		TOTAL	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Care of Machine .....	52	98.1	0	.0	52	98.1
Erasing .....	51	96.2	1	1.8	52	98.0
Addressing Envelopes .....	50	94.3	2	3.7	52	98.0
Carbon Copy .....	49	92.4	3	5.6	52	98.0
Spacing after Punctuation Marks	48	90.5	4	7.5	52	98.0
Centering .....	47	88.6	3	5.6	50	94.2
Vertical Centering .....	47	88.6	3	5.6	50	94.2
Division of Words .....	47	88.6	4	7.5	51	96.1
Reinserting Paper .....	47	88.6	4	7.5	51	96.1
Paragraphing .....	46	86.7	2	3.7	48	90.4
Determine Length of Writing Line	46	86.7	3	5.6	49	92.3
Outlines.....	44	83.0	5	9.4	49	92.4
Folding Letters for Envelope Insertion .....	44	83.0	6	11.3	50	94.3
Margin Control .....	44	83.0	8	15.0	52	98.0
Letters of Application .....	43	81.1	7	13.2	50	94.3





TABLE XV

COMPARISON BETWEEN NECESSARY CONTENT MATERIAL ITEMS  
 RATED 80 TO 100 PER CENT, AND THE SAME ITEMS CLASSIFIED AS UNNECESSARY

CONTENT MATERIAL	NECESSARY		UNNECESSARY	
	No.	Per Cent	No.	Per Cent
Care of Machine .....	52	98.1	1	1.8
Erasing .....	51	96.2	0	.0
Addressing Envelopes .....	50	94.3	0	.0
Carbon Copy .....	49	92.4	0	.0
Spacing After Punctuation Marks .....	48	90.5	0	.0
Centering .....	47	88.6	1	1.8
Vertical Centering .....	47	88.6	1	1.8
Division of Words .....	47	88.6	1	1.8
Reinserting Paper .....	47	88.6	1	1.8
Paragraphing .....	46	86.7	1	1.8
Determine Length of Writing Line .....	46	86.7	3	5.6
Outlines .....	44	83.0	2	3.7
Folding Letters for Envelope Insertion .....	44	83.0	1	1.8
Margin Control .....	44	83.0	0	.0
Letters of Application .....	43	81.1	2	3.7





TABLE XVI

NECESSARY CONTENT MATERIAL ITEMS RATED 50 TO 80 PER CENT  
(Supplemented by Optional Material Column)

CONTENT MATERIAL	NECESSARY		OPTIONAL		TOTAL	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Business Letter (semi-block) ..	42	79.2	10	18.8	52	98.0
Tabulating .....	42	79.2	10	18.8	52	98.0
Figures and Symbols .....	41	77.3	8	15.0	49	92.3
Business Letter (Indented) ....	41	77.3	9	16.9	50	94.2
Spacing Before and After Special Characters .....	41	77.3	9	16.9	50	94.2
Manuscripts .....	40	75.4	8	15.0	48	90.4
Planning Arrangement of Letters	40	75.4	8	15.0	48	90.4
Typing Themes .....	40	75.4	8	15.0	48	90.4
Typing on Ruled Lines .....	40	75.4	9	16.9	49	92.3
Letters of More Than 1 Page ...	38	71.6	11	20.7	49	92.3
Characters Not on Keyboard ....	37	69.8	10	18.8	47	88.6
Crowding and Spacing Letters ..	36	67.9	12	22.6	48	90.5
Business Letter (Full-block) ..	34	64.1	13	24.5	47	88.6
Proofreading .....	33	62.2	12	22.6	45	84.8
Title Pages .....	32	60.3	13	24.5	45	84.8
Rough Drafts .....	31	58.4	13	24.5	44	82.9
Personal Notes and Letters ....	31	58.4	14	26.4	45	84.8
Tables of Contents .....	31	58.4	18	33.9	49	92.3





TABLE XVII

COMPARISON BETWEEN NECESSARY CONTENT MATERIAL ITEMS  
RATED 50 TO 80 PER CENT, AND THE SAME ITEMS CLASSIFIED AS UNNECESSARY

CONTENT MATERIAL	NECESSARY		UNNECESSARY	
	No.	Per Cent	No.	Per Cent
Business Letter (Semi-block) .....	42	79.2	0	.0
Tabulation .....	42	79.2	1	1.8
Figures and Symbols .....	41	77.3	3	5.6
Business Letter (Indented) .....	41	77.3	0	.0
Spacing Before and After Special Characters ...	41	77.3	2	3.7
Manuscripts .....	40	75.4	4	7.5
Planning Arrangement of Letters .....	40	75.4	4	7.5
Typing Themes .....	40	75.4	3	5.6
Typing on Ruled Lines .....	40	75.4	2	3.7
Letters of More Than 1 Page .....	38	71.6	3	5.6
Characters Not on Keyboard .....	37	69.8	6	11.3
Crowding and Spacing Letters .....	36	67.9	4	7.5
Business Letter (Full-block) .....	34	64.1	2	3.7
Proofreading .....	33	62.2	6	11.3
Title Pages .....	32	60.3	5	9.4
Rough Drafts .....	31	58.4	7	13.2
Personal Notes and Letters .....	31	58.4	3	5.6
Table of Contents .....	31	58.4	2	3.7





Through the comparisons in Tables XV and XVII, it can be seen that the large differences between those figures further strengthens the necessity of including the content material listed in a course of this nature. The lowest figure in Table XVII is 58.4 per cent, which indicates that in comparing the Necessary items with the Unnecessary items, all of the items fell above the 50 per cent mark. Thus, over half of the people responding considered these items necessary.

There were four items in the Necessary Content Material column ranging in per cent from 41 to 49 inclusive. (See Table XVIII.) Although 50 per cent did not consider those items necessary, a comparison of the percentages with percentages in the Unnecessary Content Material column opposite the same items emphasizes the point of considering those items as necessary to the course content.

TABLE XVIII

COMPARISON BETWEEN FOUR NECESSARY CONTENT  
MATERIAL ITEMS AND THE SAME ITEMS CLASSIFIED AS UNNECESSARY

CONTENT MATERIAL	NECESSARY		UNNECESSARY	
	No.	Per Cent	No.	Per Cent
Minutes of Meetings .....	26	49.0	3	5.6
Postal Cards .....	26	49.0	6	11.3
Composing Themes at the Machine .	24	45.2	5	9.4
Invitations and Answers .....	22	41.5	11	20.7

A further comparison of those same items, using the figures represented by the Optional Material column and added to the figures from the Necessary column serves to strengthen the difference between the Necessary and Unnecessary aspect of those items. (See Table XIX.)





TABLE XIX

TOTAL PERCENTAGES OF NECESSARY CONTENT MATERIAL  
AND OPTIONAL COLUMN VERSUS PERCENTAGES OF UNNECESSARY CONTENT MATERIAL COLUMN

CONTENT MATERIAL*	NECESSARY		OPTIONAL		TOTAL		UNNECESSARY	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Item 1 .....	26	49.0	22	41.5	48	90.5	3	5.6
Item 2 .....	26	49.0	20	37.7	46	86.7	6	11.3
Item 3 .....	24	45.2	20	37.7	44	82.9	5	9.4
Item 4 .....	22	41.5	17	32.0	39	73.5	11	20.7

\*Item 1, Minutes of Meetings; Item 2, Postal Cards; Item 3, Composing Themes at the Machine; Item 4, Invitations and Answers.

There were four items in the questionnaire definitely indicative of being unnecessary. Forty per cent or more of the people replying considered those four items definitely unnecessary in a course for personal-use type-writing. (See Table XX.)

TABLE XX

UNNECESSARY CONTENT MATERIAL RATED 40 PER CENT OR ABOVE

CONTENT MATERIAL	NO.	PER CENT
Jokes .....	29	54.7
Grocery Lists .....	26	49.0
Posters .....	25	47.1
Typing Class Schedule Cards .....	23	43.3

A comparison between the items in Table XX and the ratings for the same items in the Necessary Content Material column clearly indicates the nonessential element of those items. (See Table XXI.)





TABLE XXI

COMPARISON BETWEEN FOUR UNNECESSARY CONTENT  
MATERIAL ITEMS AND THE SAME ITEMS CLASSIFIED AS NECESSARY

CONTENT MATERIAL	UNNECESSARY		NECESSARY	
	No.	Per Cent	No.	Per Cent
Jokes .....	29	54.7	3	5.6
Grocery Lists .....	26	49.0	6	11.3
Posters .....	25	47.1	5	9.4
Typing Class Schedule Cards	23	43.3	6	11.3

Seven additional items in the Unnecessary Content Material column were not rated as highly unnecessary as the four previously mentioned. However, in the comparison, shown by Table XXII, in which the necessary and unnecessary figures are compared, the conclusion may be drawn that those items are more unnecessary than necessary to a course in personal-use typewriting.

TABLE XXII

COMPARISON BETWEEN UNNECESSARY CONTENT MATERIAL ITEMS  
RATED 30 TO 39 PER CENT INCLUSIVE AND THE SAME ITEMS CLASSIFIED NECESSARY

CONTENT MATERIAL	UNNECESSARY		NECESSARY	
	No.	Per Cent	No.	Per Cent
Place Cards .....	21	39.6	7	13.2
Drafts .....	21	39.6	8	15.0
Recipes .....	18	33.9	6	11.3
Double Postal Cards .....	17	32.0	7	13.2
Inventories .....	17	32.0	8	15.0
Typing Labels .....	17	32.0	10	18.8
Telegrams .....	16	30.1	9	16.9





Thus the differences between those two columns are not large enough to conclude safely that the items in question are either necessary or unnecessary, but the figures indicate that these items are more unnecessary than necessary.

The remaining items on this chart represent a dichotomous situation. The percentages were so evenly matched between the Necessary and Unnecessary columns that the deciding factor could be the figures in the Optional Material column. Hence, in order that a complete classification of each item could be made, a final tabulation of these items was constructed in Table XXIII.

From a comparison of the figures in Table XXIII, it may be seen that six of the items are, to a very slight degree, more necessary than unnecessary. Conversely, four items are unnecessary, and one item could be either necessary or unnecessary, with the figures evenly matched in both of the columns.

It was decided to combine the figures for the Necessary Content Material and Optional columns, and compare the total sum of those two with the figures contained in the Unnecessary Content Material column for the same items.

(See Table XXIV.) Thus, though the differences, in some cases, between the Necessary and Unnecessary columns may not be very great, the use of the figures in the Optional column to strengthen the Necessary column is justifiable. Figures in the Optional column consider the item not unnecessary to the course program, thus making it necessary to a limited degree.

Thus it may be seen from this table that the total of the Necessary and Optional columns substantially outweigh the Unnecessary column. This would indicate that under limited conditions the above items would tend to be





TABLE XXIII

## CONTENT MATERIAL ITEMS REPRESENTING A DICHOTOMOUS SITUATION

CONTENT MATERIAL	NECESSARY		UNNECESSARY	
	No.	Per Cent	No.	Per Cent
Book References .....	20	37.7	10	18.8
Book Reviews .....	20	37.7	7	13.2
Codes of Ethics .....	18	33.9	16	30.1
Checks .....	15	28.3	18	33.9
Programs .....	15	28.3	5	9.4
Printers Proof .....	14	26.4	14	26.4
Menus .....	13	24.5	11	20.7
Stencils .....	13	24.5	11	20.7
Receipts .....	12	22.6	16	30.1
Poetry .....	11	20.7	14	26.4
Headings for School Papers	9	16.9	11	20.7
Play Dialogue .....	9	16.9	13	24.5





necessary. The limited conditions would include such factors as time, motivation, and need of individuals for that particular application of the typewriting skill.

TABLE XXIV

NECESSARY CONTENT MATERIAL AND OPTIONAL MATERIAL  
COLUMNS TOTALED AND THE UNNECESSARY FIGURES FOR THE SAME ITEMS

CONTENT MATERIAL	NECESSARY		OPTIONAL		TOTAL		UNNECESSARY	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Book Reference .	20	37.7	16	30.1	36	67.8	10	18.8
Book Review ....	20	37.7	19	35.8	39	73.5	7	13.2
Codes of Ethics	18	33.9	14	26.4	32	60.3	16	30.1
Checks .....	15	28.3	17	32.0	32	60.3	18	33.9
Programs .....	15	28.3	29	54.7	44	83.0	5	9.4
Printers Proof .	14	26.4	23	43.3	37	69.7	14	26.4
Menus .....	13	24.5	26	49.0	39	73.5	11	20.7
Stencils .....	13	24.5	26	49.0	39	73.5	11	20.7
Receipts .....	12	22.6	21	39.6	33	62.2	16	30.1
Poetry .....	11	20.7	23	43.3	34	64.0	14	26.4
Headings for School Papers	9	16.9	30	56.6	39	73.5	11	20.7
Play Dialogue ..	9	16.9	27	50.9	36	67.8	13	24.5





necessary. The limited conditions would include such factors as time, motivation, and need of individuals for that particular application of the typewriting skill.

A complete analysis of the second part to the questionnaire is included in Table XXV. Each item is checked in the column in which, according to the previous tables, it rightfully belongs. However, in the cases where the Optional Material column figures were used to strengthen the Necessary column, the words "Dichotomous" appear to denote that fact. This may be interpreted to mean that under certain conditions the items could be either necessary or unnecessary.

Machine Letter (hand-block) .....	I	
Machine Copy .....	I	
Use of Machine .....	I	
Centering .....	I	
Characters not on keyboard .....	I	
Peaks .....		Dichotomous
Index of Strokes .....		Dichotomous
Spacing Times of the Machine .....	I	
Crowding and Ignoring Letters .....	I	
Extensive Length of Writing Line .....	I	
Division of Words .....	I	
Double Punctuated Words .....		I
Walls .....		I
Trailing .....	I	
Figures and Symbols .....	I	
Adding Letters for Double Inset .....	I	





TABLE XXV

A COMPLETE TABULATION OF THE 60 CONTENT MATERIAL ITEMS  
 RATED NECESSARY OR UNNECESSARY ACCORDING TO THE DATA COMPILED

CONTENT MATERIAL	NECESSARY CON- TENT MATERIAL	UNNECESSARY CON- TENT MATERIAL
Addressing Envelopes .....	X	
Book Reference .....		Dichotomous
Book Reviews .....		Dichotomous
Business Letter (full-block) .....	X	
Business Letter (indented) .....	X	
Business Letter (semi-block) .....	X	
Carbon Copy .....	X	
Care of Machine .....	X	
Centering .....	X	
Characters not on Keyboard .....	X	
Checks .....		Dichotomous
Codes of Ethics .....		Dichotomous
Composing Themes at the Machine .....	X	
Crowding and Spacing Letters .....	X	
Determine Length of Writing Line .....	X	
Division of Words .....	X	
Double Postal Cards .....		X
Drafts .....		X
Erasing .....	X	
Figures and Symbols .....	X	
Folding Letters for Envelope Insertion ....	X	





TABLE XXV (Continued)

CONTENT MATERIAL	NECESSARY CON- TENT MATERIAL	UNNECESSARY CON- TENT MATERIAL
Grocery Lists .....		X
Headings for School Papers .....		Dichotomous
Inventories .....		X
Invitations and Answers .....	X	
Jokes .....		X
Letters of Application .....	X	
Letters of More Than 1 Page .....	X	
Manuscripts .....	X	
Margin Control .....	X	
Menus .....		Dichotomous
Minutes of Meetings .....	X	
Outlines .....	X	
Paragraphing .....	X	
Personal Notes and Letters .....	X	
Place Cards .....		X
Planning Arrangement of Letters .....	X	
Play Dialogue .....		Dichotomous
Poetry .....		Dichotomous
Postal Cards .....	X	
Posters .....		X
Printers Proof .....		Dichotomous
Programs .....		Dichotomous
Proofreading .....	X	





TABLE XXV (Concluded)

CONTENT MATERIAL	NECESSARY CON- TENT MATERIAL	UNNECESSARY CON- TENT MATERIAL
Receipes .....		X
Receipts .....		Dichotomous
Reinserting Paper .....	X	
Rough Drafts .....	X	
Spacing After Punctuation Marks .....	X	
Spacing Before and After Special Characters	X	
Stencils .....		Dichotomous
Tables of Contents .....	X	
Tabulating .....	X	
Telegrams .....		X
Title Pages .....	X	
Typing Class Schedule Cards .....		X
Typing Labels .....		X
Typing on Ruled Lines .....	X	
Typing Themes .....	X	
Vertical Centering .....	X	





## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This research study had for its purpose the following major objectives:

1. To determine the value of a typewriting course for non-business course students;
2. To determine the differences, if any, in the manner in which the subject was offered, and the content of the course between business and non-business typewriting courses;
3. To determine the placement of a non-business typewriting course in public secondary schools.

With those objectives in mind, a questionnaire was devised to serve as a tool for contributing actual data to this field. Thus, the following conclusions, based on this questionnaire, are presented under three main topics, which are the major objectives of this study.

### CONCLUSIONS

- I. What is the value in offering a typewriting program to non-business course students?

At the present time, the value of a program such as this lies with students who are preparing for college. For them the acquisition of this skill has meant better grades for typewritten papers, extra financial assistance while in college, and a vocational skill that they could utilize upon completion of high school or college.

It is true that many high school students who are enrolled in the college course fail to attend college after graduation for various reasons.





Many are forced to seek employment, and a knowledge of typewriting for those people is a practical asset by which they may earn a livelihood.

A specific example of the above circumstance was a city in the state of Vermont. The local high school offered typewriting to non-vocational people, but made no differentiation in training between the two. This city was the location of many large insurance companies. Those companies absorbed most of the business graduates, and some of the non-business graduates who possessed the ability to typewrite. Thus, it was to the advantage of both the school and the individual to be able to meet the requirements of businesses employing typists.

Further evidence of the value lies in the large amount of schools that have this course included in their curricula. One hundred and one of the 128 secondary schools to whom questionnaires were sent returned the questionnaire to the writer. Sixty-six of those schools had a course in typewriting for non-vocational students. The most general title under which it was offered was Typewriting I, closely followed by Personal Typewriting, Non-vocational Typewriting, General Typewriting, Typewriting for Non-commercial Majors, Typewriting for Personal Use, and a few others.

A variety of reasons were advanced for offering this course. Most of the teachers answering the questionnaire agreed that personal-use typewriting was of particular value to college students. The pressure exerted on the schools by the parents and students was an important factor for its inclusion in the curriculum. In some instances, superintendents and principals, who recognized the practical value involved, requested its inclusion in their schools.





The percentage of non-business students enrolled in this course was quite high in some cases, but, for the most part, ranged between 20 and 40 per cent. One unusual case was a school in which 90 per cent of the non-business course students were taking typewriting. Three typewriting classes each day were available for other than vocational students.

The fact that so many students had benefited from a course of this type further substantiated the value. Most of the proof of the value along this line came from personal contact between the teachers and the students, in that only seven of the 66 schools on which this data were based had conducted formal follow-up studies. One school was in the process of conducting a follow-up study at the time the questionnaire was returned.

It was interesting to note the value of a course such as this for the men and women who were in the armed services. Their ability to use the typewriter meant jobs more to their liking, and also qualified some for promotion.

The most frequent use of this skill in the high school period came in its adaptation to other courses. The students were able to typewrite themes, reports, and so forth, for many of their classes. The interest in this skill was so great in one school that the instructor reported that students practiced every free moment--free periods, lunch time, and after school. In still another school, the teacher instructed a class in personal-use typewriting after school, as an extra-curricula activity, because he did not have time available for those students during the ordinary school day.

Most teachers were of the opinion that the junior year was the best in which to offer this course. Some of the reasons for selecting this





particular year centered around the opportunity the students would have for applying this skill during the senior year of high school. Only four teachers believed that the freshman year was the logical one, which would indicate a reluctance to offer personal-use typewriting below the sophomore year. The fact that only one person stated that any one of the four years would be adequate is indicative of a trend to stabilize the placement for this course. In general, the majority of the teachers were of the opinion that the junior or senior years were the times to offer students personal-use typewriting.

At the same time, a tally of the actual year or years in which this course was offered in the secondary schools revealed the senior year to be the most popular. However, one outstanding fact was the offering of this course any time during the freshman, sophomore, junior, or senior years, which seemed to be the policy at the time the survey was conducted.

The class time allotted to personal-use typewriting was an interesting fact. The majority of classes met five times a week for 40-minute periods. All schools but one conducted single periods, and in only one case did a school utilize the double period system, where the students were required to meet ten times each week.

Only two teachers did not give grades for personal-use typewriting. This would be especially feasible if the student was allowed to drop out of the class after he acquired a sufficient amount of skill for his personal needs.

Personal typewriting students in over 60 per cent of the schools replying were allowed into advanced typewriting classes. This plan would not be too satisfactory if the business and non-business course typewriting





classes contained different course content, and if the semesters of instruction differed.

In all schools but one, academic credit was allowed for satisfactory completion of the course. One-half point of academic credit was permitted in most of the schools, but that factor depended on the policy of the schools as to the amount of credit all the subjects were granted.

The non-business course students were not, in general, required to typewrite at the same rate of speed as were the business students. In some instances, however, the average speed of non-business course students was higher than that of the business students. The average for the former was 30 words per minute, and 35 for the latter.

Speed was secondary to accuracy, in the majority of cases, for personal-use typewriting. There was a great deal of controversy as to whether speed or accuracy should receive the initial stress, with considerable research on each side to support the contention. However, this study revealed that most schools did not stress speed until the technique of accuracy had been mastered to a certain degree.

Based on this study, the following items of content material for a personal-use typewriting course were classified under three main headings--Necessary Content Material, Optional Material, and Unnecessary Content Material.

#### Necessary Content Material:

The following items were considered necessary by the teachers answering the questionnaire. The degree of necessity ranged in percentage from 98.1 to 41.5. Only four of those items were rated below 50 per cent. However, the optional figures for those four items were large enough to warrant their





being considered necessary. (See Table XIII.)

Addressing envelopes; business letters, full-block, semi-block, and indented; carbon copy; care of machine; centering; characters not on keyboard; composing themes at the machine; crowding and spacing letters; determine length of writing line; division of words; erasing; figures and symbols; folding letters for envelope insertion; invitations and answers; letters of application; letters of more than 1 page; manuscripts; margin control; minutes of meetings; outlines; paragraphing; personal notes and letters; planning arrangement of letters; postal cards; proofreading; reinserting paper; rough drafts; spacing after punctuation marks; spacing before and after special characters; tables of contents; tabulating; title pages; typing on ruled lines; typing themes; and vertical centering.

#### Optional Material:

The following items were classified optional because of the even percentages between the optional and necessary columns. On that basis the item could not be classified either necessary or unnecessary. The deciding factor was the optional column. (See Table XIII.)

Book reference; book reviews; checks; codes of ethics; headings for school papers; menus; play dialogue; poetry; printers proof; programs; receipts; and stencils.

#### Unnecessary Content Material:

The following items were classified unnecessary by a large percentage of people, as compared to those who considered them necessary. (See Table XIII.)

Double postal cards; drafts; grocery lists; inventories; jokes; place cards; posters; receipes; telegrams; typing class schedule cards; and typing labels.





The following are definite conclusions regarding personal-use typewriting. These conclusions were reached through collaboration of research on the subject and the questionnaire involved in this study.

1. Personal-use typewriting is an accepted and valuable course in many public secondary schools.
2. There are very few courses under the title of "Personal-Use Typewriting," the most common title being Typewriting I.
3. It is considered more advantageous to offer this course in either the junior or senior year, and sometimes in the sophomore.
4. Speed does not seem to be as important an aspect of personal-use typewriting as does accuracy.
5. Single periods are preferred over double periods for personal-use typewriting.
6. In order to give a grade for this course, standards of attainment for all students enrolled should be set up, and a grade given upon satisfactory completion of those standards.
7. The allowance of academic credit also should be dependent upon the satisfactory attainment of specific course objectives. The amount of credit is entirely dependent on the policy of the school concerned.
8. Personal-use typewriting students should be allowed into advanced classes provided they have been instructed in approximately the same manner as vocational students, and provided there is enough equipment available for them.
9. Personal-use typewriting differs from vocational typewriting in content and amount of time devoted to it.





10. However, personal-use typewriting may become vocational in that it is difficult, if not impossible, to prognosticate the non-business course students who will adapt this skill vocationally.

11. The greatest advantage of personal-use typewriting, at the present time, lies with the college preparatory high school students.

12. Every student who so desires should have an opportunity to learn typewriting regardless of the type of course he is pursuing in high school.





### RECOMMENDATIONS FOR FURTHER STUDY

Not until a more comprehensive and wider geographical study of this subject is made will specific conclusions and recommendations be justified. Generalizations may be assumed, but personal-use typewriting courses, as offered at the present time, differ markedly in administration, aims, content, and time devoted to it.

The following are a few recommendations for further study in this area:

1. A re-survey of the group involved in this study is recommended to determine the actual content material taught during the school year, 1947-1948; also whether the course took one semester or two, or longer. Thus, such a comparison would point out specific data for the standardization of content material for a one or two semester personal-use typewriting course.
2. Surveys of other areas of the United States, similar to this study made in New England, are recommended to determine the extent to which personal-use typewriting is taught throughout the country. An objective analysis of the data from those studies should produce significant results.
3. A survey is recommended of the offering of personal-use typewriting in the junior high schools, grades 7, 8, and 9, bearing in mind such factors as were considered by this study.





## APPENDIX A

LETTER SENT TO THE DIRECTOR, EDUCATION OFFICE  
 THROUGHOUT THE UNITED KINGDOM REGARDING THE HISTORY OF THE QUESTIONNAIRE

London 28, 1947

Director, Education Office

Dear Sir,

There is considerable discussion as to the relative merits of pen-and-ink typewriting in the public secondary schools of today. I am attempting to analyze pen-and-ink typewriting progress in selected secondary schools throughout the United Kingdom.

## APPENDIX

It goes under the title of "The History of the Questionnaire" and contains the questionnaire to be sent. If it is "The" please fill out the questionnaire and return it to me by January 10, 1948.

The information that you offer will be kept confidential. Also, I shall be glad to send a summary of my findings to you if you are interested in having it.

Any help will prove of great assistance in the research work that I am conducting.

Yours truly,

(Miss) Meredith F. Drew

all

Enc.





## APPENDIX A

LETTER SENT TO 128 SELECTED SECONDARY SCHOOLS  
THROUGHOUT NEW ENGLAND EXPLAINING THE PURPOSE OF THE QUESTIONNAIRE

December 29, 1947

Business Department Director  

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Dear Sir:

There is considerable discussion as to the relative merits of personal-use typewriting in the public secondary schools of today. I am attempting to analyze personal-use typewriting programs in selected secondary schools throughout New England.

If your answer to the first question is "No" kindly indicate that and return the questionnaire to me. If it is "Yes" please fill out the questionnaire and return it to me by January 10, 1948.

The information that you offer will be kept confidential. Also, I shall be glad to send a summary of my findings to you if you are interested in having it.

Your help will prove of great assistance in the research work that I am conducting.

Yours truly,

(Miss) Meredith F. Drew

mfd

Enc.





## APPENDIX B

## PERSONAL-USE TYPEWRITING COURSE QUESTIONNAIRE

Name of School \_\_\_\_\_ Address \_\_\_\_\_

Name \_\_\_\_\_ Title \_\_\_\_\_

1. Do you offer a typewriting program for non-business course students in your high school? \_\_\_\_\_
2. If so, underline the title under which the course is listed:  
 Personal Typewriting  
 General Typewriting  
 Non-vocational Typewriting  
 Personalized Typewriting  
 Typewriting for Non-commercial Majors  
 Typewriting I  
 Any other title under which it is listed \_\_\_\_\_
3. What percentage of non-business course students are taking typewriting? \_\_\_\_\_
4. Underline the year in which the course is offered to non-business course students. Freshman, Sophomore, Junior, Senior, or any year that fits into their program.
5. In what year do you consider it most advantageous to offer this course to non-business course students? \_\_\_\_\_
6. Average speed attained at end of year:  
 Business course students \_\_\_\_\_  
 Non-business course students \_\_\_\_\_
7. To what extent is speed stressed for non-business course pupils?  
 (Feel free to comment on both 7 and 8.)
8. To what extent is accuracy stressed for non-business course pupils?
9. Business Course Students:  
 Class periods per week students meet: \_\_\_\_\_  
 Length of periods: \_\_\_\_\_  
 Single periods: \_\_\_\_\_  
 Double periods: \_\_\_\_\_





## APPENDIX B (Concluded)

9. (Continued from previous page)

Non-business Course Students:

Class periods per week students meet: \_\_\_\_\_

Length of periods: \_\_\_\_\_

Single periods: \_\_\_\_\_

Double periods: \_\_\_\_\_

10. Is a grade given to non-business course students in typewriting?  
Factors on which it is based. \_\_\_\_\_

11. Are students from non-business course typewriting classes ever admitted to advanced typewriting classes? \_\_\_\_\_ If so, under what conditions?

12. How much academic credit is given for non-business course typewriting? \_\_\_\_\_

13. Reason or reasons for offering this course in your high school.

14. Have the above reasons ever been substantiated by your non-business course students either by means of a follow-up study, personal interview, etc? Please explain.





## APPENDIX B--PART II

Please check the following content material. For example, if you feel that centering is a necessary part of a non-business course typewriting program, check the column headed "Necessary Content Material"; if you feel that it is not of paramount importance yet not unnecessary to the course, check the column headed "Optional Material"; if you feel that centering is totally unnecessary to a typewriting program of this kind, check the column headed "Unnecessary Content Material."

CONTENT MATERIAL	NECESSARY CON- TENT MATERIAL	OPTIONAL MATERIAL	UNNECESSARY CON- TENT MATERIAL
1. Addressing envelopes			
2. Book reference			
3. Book reviews			
4. Business letter (full-block)			
5. Business letter (indented)			
6. Business letter (semi-block)			
7. Carbon Copy			
8. Care of machine			
9. Centering			
10. Characters not on keyboard			
11. Checks			
12. Codes of ethics			
13. Composing themes at the machine			
14. Crowding and spacing letters			
15. Determine length of writing line			
16. Division of words			
17. Double postal cards			
18. Drafts			
19. Figures and symbols			
20. Erasing			
21. Grocery lists			
22. Headings for school papers			
23. Inventories			
24. Invitations and answers			
25. Jokes			
26. Letters of application			
27. Letters of more than 1 page			
28. Manuscripts			
29. Margin control			
30. Menus			
31. Minutes of meetings			
32. Outlines			
33. Paragraphing			
34. Personal notes and letters			
35. Place cards			
36. Planning arrangement of letters			







## APPENDIX B--Part II (Concluded)

CONTENT MATERIAL	NECESSARY CON- TENT MATERIAL	OPTIONAL MATERIAL	UNNECESSARY CON- TENT MATERIAL
37. Play dialogue			
38. Poetry			
39. Postal cards			
40. Posters			
41. Printers Proof			
42. Programs			
43. Proofreading			
44. Receipes			
45. Receipts			
46. Reinserting paper			
47. Rough drafts			
48. Spacing after punctuation marks			
49. Stencils			
50. Tables of Contents			
51. Tabulating			
52. Telegrams			
53. Title pages			
54. Typing class schedule cards			
55. Typing labels			
56. Typing on ruled lines			
57. Typing themes			
58. Vertical centering			
59. Folding letters for envelope insertion			
60. Spacing before and after special characters			





## APPENDIX C

## FOLLOW-UP LETTER

January 19, 1948

Business Department Director

Dear Sir:

Recently I sent you a questionnaire on personal-use typewriting. In all probability it was misplaced during the busy days following the vacation period. Therefore, since I have received no reply from your school, I am enclosing another questionnaire, plus a self-addressed envelope for your convenience in returning it to me.

The primary purpose behind this study is to correlate facts basic to the position of personal-use typewriting in the business department of the secondary school. The return of this questionnaire, whether or not the course is included in your department, will prove very valuable in tabulating the results of this study.

I realize that your time is quite occupied with school duties for the present, but I would appreciate your cooperation in returning the questionnaire to me by January 28 in order that the statistics for this study may be compiled as soon as possible.

Sincerely yours,

(Miss) Meredith F. Drew

mfd

Enc.





## APPENDIX D

## PUBLIC SECONDARY SCHOOLS USED IN THIS STUDY

<u>SECONDARY SCHOOL</u>	<u>LOCATION</u>
<u>CONNECTICUT</u>	
Ansonia High School	Ansonia
Bristol High School	Bristol
Darien High School	Darien
East Hartford High School	East Hartford
Enfield High School	Enfield
Glastonbury High School	Glastonbury
Hamden High School	Hamden
Meriden High School	Meriden
Milford High School	Milford
Naugatuck High School	Naugatuck
New Britain Senior High School	New Britain
New Canaan High School	New Canaan
Norwalk High School	Norwalk
Norwich High School	Norwich
Plainville High School	Plainville
Putnam High School	Putnam
Seymour High School	Seymour
Simsbury High School	Simsbury
Stamford High School	Stamford
Torrington High School	Torrington
Watertown High School	Watertown
West Haven High School	West Haven
Wethersfield High School	Wethersfield
Windsor High School	Windsor
<u>MAINE</u>	
Auburn High School	Auburn
Augusta High School	Augusta
Bangor High School	Bangor
Bath High School	Bath
Belfast High School	Belfast
Biddeford High School	Biddeford
Brewer High School	Brewer
Brunswick High School	Brunswick
Calais High School	Calais
Caribou High School	Caribou
Deering High School	Portland
Gardiner High School	Gardiner
Houlton High School	Houlton
Lewiston High School	Lewiston
Millinocket High School	Millinocket
Old Town High School	Old Town





## APPENDIX D (Continued)

SECONDARY SCHOOLLOCATIONMAINE

Portland High School	Portland
Presque Isle High School	Presque Isle
Rockland High School	Rockland
Runford High	Runford
Sanford High School	Sanford
South Portland High School	South Portland
Skowhegan High School	Skowhegan
Thornton Academy	Saco
Traip Academy	Kittery
Van Buren High School	Van Buren
Waterville High School	Waterville
Westbrook High School	Westbrook

MASSACHUSETTS

Amesbury High School	Amesbury
Athol High School	Athol
Barnstable High School	Hyannis
Belmont High School	Belmont
Bridgewater High School	Bridgewater
Chelmsford High School	Chelmsford
Concord High School	Concord
Dracut High School	Dracut
Fairhaven High School	Fairhaven
Framingham High School	Framingham
Grafton High School	Grafton
Hingham High School	Hingham
Leominster High School	Leominster
Maynard High School	Maynard
Melrose High School	Melrose
Monson High School	Monson
Natick High School	Natick
Newburyport High School	Newburyport
North Attleboro High School	North Attleboro
Orange High School	Orange
Revere High School	Revere
Shrewsbury High School	Shrewsbury
Spencer High School	Spencer
Taunton High School	Taunton
Walpole High School	Walpole
Watertown High School	Watertown
Westfield High School	Westfield
Winchendon High School	





## APPENDIX D (Continued)

<u>SECONDARY SCHOOL</u>	<u>LOCATION</u>
<u>NEW HAMPSHIRE</u>	
Berlin High School	Berlin
Central High School	Manchester
Claremont High School	Claremont
Concord High School	Concord
Derry High School	Derry
Dover High School	Dover
Exeter High School	Exeter
Franklin High School	Franklin
Keene High School	Keene
Laconia High School	Laconia
Lebanon High School	Lebanon
Nashua High School	Nashua
Portsmouth High School	Portsmouth
Rochester High School	Rochester
Somersworth High School	Somersworth
Towle High School	Newport
West High School	Lebanon
West High School	Manchester
<u>RHODE ISLAND</u>	
Barrington High School	Barrington
Bristol Senior High School	Bristol
Burrillville High School	Burrillville
Central Falls High School	Central Falls
Coventry High School	Coventry
Cranston High School	Cranston
Cumberland High School	Cumberland
East High School	Pawtucket
East Providence High School	East Providence
Lincoln High School	Lincoln
(No high school--just junior high)	
Newport High School	Newport
North Providence High School	North Providence
South Kingstown High School	Wakefield
Tiverton High School	Tiverton
Warren High School	Warren
West High School	Pawtucket
West Warwick High School	West Warwick
Westerly High School	Westerly
Woonsocket High School	Woonsocket
Warwick High School	Warwick











## APPENDIX E

## SCHOOLS RESPONDING TO THE QUESTIONNAIRE

CONNECTICUT:

Bristol High School  
 Darien High School  
 East Hartford High School  
 Enfield High School  
 Hamden High School  
 Meriden High School  
 Milford High School  
 Naugatuck High School  
 New Britain Senior High School  
 New Canaan High School  
 Norwalk High School  
 Plainville High School  
 Putnam High School  
 Seymour High School  
 Simsbury High School  
 Stamford High School  
 Torrington High School  
 West Haven High School  
 Wethersfield High School  
 Windsor High School

MAINE:

Auburn High School  
 Augusta High School  
 Bangor High School  
 Bath High School  
 Belfast High School  
 Biddeford High School  
 Brunswick High School  
 Calais High School  
 Deering High School  
 Houlton High School  
 Lewiston High School  
 Millinocket High School  
 Old Town High School  
 Portland High School  
 Rockland High School  
 Rumford High School  
 Skowhegan High School  
 South Portland High School  
 Thornton Academy  
 Traip Academy  
 Van Buren High School  
 Waterville High School  
 Westbrook High School

MASSACHUSETTS:

Amesbury High School  
 Athol High School  
 Barnstable High School  
 Belmont High School  
 Chelmsford High School  
 Concord High School  
 Dracut High School  
 Fairhaven High School  
 Framingham High School  
 Hingham High School  
 Leominster High School  
 Maynard High School  
 Melrose High School  
 Natick High School  
 Newburyport High School  
 North Attleboro High School  
 Orange High School  
 Shrewsbury High School  
 Taunton High School  
 Walpole High School  
 Watertown High School  
 Westfield High School  
 Winchendon High School

NEW HAMPSHIRE:

Berlin High School  
 Central High School  
 Concord High School  
 Derry High School  
 Dover High School  
 Franklin High School  
 Keene High School  
 Laconia High School  
 Lebanon High School  
 Portsmouth High School  
 Somersworth High School  
 Towle High School  
 West High School--Lebanon  
 West High School--Manchester





## APPENDIX E (Concluded)

RHODE ISLAND:

Barrington High School  
 Central Falls High School  
 Coventry High School  
 Cranston High School  
 Cumberland High School  
 East High School--Pawtucket  
 Lincoln High School (Junior High)  
 Newport High School  
 North Providence High School  
 South Kingstown High School  
 West High School--Pawtucket  
 Westerly High School  
 Woonsocket High School

VERMONT:

Barre High School  
 Bennington High School  
 Brattleboro High School  
 Montpelier High School  
 Rutland High School  
 Springfield High School  
 St. Albans High School  
 Vocational High School--St. Johnsbury





## APPENDIX F

## SECONDARY SCHOOLS OFFERING PERSONAL-USE TYPEWRITING

CONNECTICUT:

Bristol High School  
 Darien High School  
 East Hartford High School  
 Hamden High School  
 Milford High School  
 Naugatuck High School  
 New Britain Senior High School  
 Plainville High School  
 Putnam High School  
 Seymour High School  
 Simsbury High School  
 (Incomplete Questionnaire)  
 Stamford High School  
 West Haven High School  
 Wethersfield High School  
 Windsor High School

MAINE:

Bangor High School  
 (Incomplete Questionnaire)  
 Biddeford High School  
 Brunswick High School  
 Calais High School  
 Houlton High School  
 Lewiston High School  
 Old Town High School  
 Portland High School  
 Rumford High School  
 Skowhegan High School  
 Thornton Academy  
 (Incomplete Questionnaire)  
 Van Buren High School  
 Westbrook High School

MASSACHUSETTS:

Amesbury High School  
 Barnstable High School  
 Belmont High School  
 Chelmsford High School  
 Concord High School  
 Dracut High School  
 Framingham High School  
 Hingham High School

MASSACHUSETTS:

Leominster High School  
 Maynard High School  
 Melrose High School  
 Natick High School  
 (Incomplete Questionnaire)  
 Newburyport High School  
 North Attleboro High School  
 Orange High School  
 Shrewsbury High School  
 Spencer High School  
 Taunton High School  
 Walpole High School  
 Watertown High School  
 Westfield High School

NEW HAMPSHIRE:

Berlin High School  
 Derry High School  
 Franklin High School  
 Keene High School  
 Laconia High School  
 Lebanon High School  
 Portsmouth High School  
 Somersworth High School  
 Towle High School

RHODE ISLAND:

Barrington High School  
 Central Falls High School  
 Cranston High School  
 North Providence High School  
 South Kingstown High School

VERMONT:

Bennington High School  
 Brattleboro High School  
 Montpelier High School  
 Springfield High School  
 St. Albans High School





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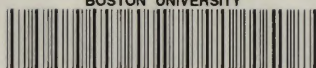


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